

Race to the Top – Early Learning Challenge

2015 ANNUAL PERFORMANCE REPORT



Delaware



JUNE 2016



Race to the Top - Early Learning Challenge
Annual Performance Report
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Delaware

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General Information

1. PR/Award#: S412A120006

2. Grantee Name Office of the Governor, State of Delaware

3. Grantee Address 401 Federal Street

City: Dover

State: Delaware Zip: 19901

4. Project Director Name: Susan Perry-Manning

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Reporting Period Information

5. Reporting Period: From: 01/01/2015 To: 12/31/2015

Indirect Cost Information

6. Indirect Costs

- a. Are you claiming indirect costs under this grant? ☐ Yes ☒ No
- b. If yes, do you have an Indirect Cost Rate Agreement(s) approved by the Federal Government? ☐ Yes ☐ No
- c. If yes, provide the following information:

Period Covered by the Indirect Cost Rate Agreement(s): From: To:

Approving Federal agency: ☐ ED ☐ HHS ☐ Other Specify other:

(Submit current indirect cost rate agreement with this report.)

Executive Summary

For the reporting year, please provide a summary of your State's (1) accomplishments, (2) lessons learned, (3) challenges, and (4) strategies you will implement to address those challenges.

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Accomplishments: Delaware made significant progress in four primary areas in Year Four: 1) continued success in implementing Early Learning Challenge activities and exceeding outcome targets; 2) building state and community awareness and support of a high-quality early learning system; 3) establishing a permanent governance structure for the state's early learning system and ongoing leadership; and, 4) building a plan for sustaining key Early Learning Challenge initiatives and progress after the Early Learning Challenge funding expires.

Key Performance Targets met or exceeded in Year Four include:

- The number of early learning programs participating in the state's quality rating and improvement system has grown from 134 to 565, with 66% of participating programs rated in the top quality tiers, exceeding the target for performance.
- More than 79% of children with high needs (16,974) were served in programs participating in Delaware Stars in 2015.
- Delaware exceeded its performance measure for serving children with high needs in DE Stars top tier programs, with 63% of children with high needs (10,193) served by Star 3, 4 and 5 programs.
- The number of early learning professionals receiving T.E.A.C.H.® Early Childhood scholarships for working toward early childhood degrees or credentials has doubled since 2011; up to 209 scholars in 2015.

Success in these and other key grant performance measures clearly indicate that the grant has influenced positive system change - directly benefiting our state's earliest learners and their families. A detailed description of accomplishments, by Early Learning Challenge goal area, is provided below.

In addition to these activities, Delaware has taken steps to **continue to build statewide awareness of and support for a high-quality early learning system**. Activities include:

- Delivering more than 20 presentations in 2015 on Early Learning Challenge accomplishments, including, but not limited to: Delaware Legislature Kids Caucus, State Board of Education, state P-20 Council, Delaware Commission on Early Education and the Economy, and county early learning Directors' Councils.
- Holding a number of successful events to highlight Early Learning Challenge accomplishments. For example, Governor Markell recognized the first fully inclusive early learning program to achieve 5 Stars in an event attended by the Secretaries of Education and Children's, a number of legislators, and key business and community leaders. At a separate event, Governor Markell recognized T.E.A.C.H. scholars for their efforts to attain higher levels of credentials and degrees. Both events garnered media attention, and the T.E.A.C.H. event led to a number of inspiring stories, including the Governor's weekly message about the importance of the early learning workforce: <http://news.delaware.gov/2015/12/18/governors-weekly-message-transcript-preparing-our-youngest-learners-by-investing-in-our-workforce/>

Delaware also moved forward with **establishing a permanent home for the Office of Early Learning and an ongoing structure for integrating the state's early learning system** in Year Four. After a review of other state early learning governance structures and an analysis of the potential benefits and challenges to different structures, the Governor's Office, with input from the Secretaries of Education and Children's Departments and the Office of Early Learning, determined the need to create an early learning branch in the Department of Education.

- The Office of Early Learning now reports directly to the Secretary of Education. Two teams working on early learning were brought together and now the state's IDEA Part B 619 program and Part C liaisons, the Head Start Collaboration Office, the state's Early Head Start-Child Care Partnership program, Stars for Early Success, the state's professional development system, and the state-funded PreK program, along with all Early Learning Challenge grant initiatives, are housed within the Office of Early Learning.

Delaware also spent considerable effort in Year Four **planning for sustainability of early learning progress beyond the life of the Early Learning Challenge grant**. In April 2015, the Office of Early Learning launched an effort to gather input on state priorities for early learning. Delawareans participated in a series of *Great Starts Investing* focus groups or completed an online survey to share their ideas for priorities for the state's early learning system. Independent consultants conducted the focus groups and survey.

- A total of 152 individuals attended focus groups and 561 Delawareans responded to the survey. Participants and survey respondents included early learning professionals, parents, K-12 teachers and administrators, state government employees, early learning program technical assistance providers, community advocates, and business, philanthropy and faith leaders.
- Participants prioritized and provided feedback on 11 strategies funded through the Early Learning Challenge grant, and were given opportunities to share feedback and offer additional priorities. While all 11 strategies were rated highly by focus group participants and survey respondents, and many comments spoke to the importance of maintaining an integrated and comprehensive set of early childhood services, the top four most highly rated priorities were: 1) early childhood mental health consultation; 2) technical assistance, training and coaching for early learning programs to achieve higher quality; 3) financial incentives to help early learning programs achieve and maintain higher star levels (tiered reimbursement and other financial supports); and, 4) salary supplements to teachers, directors, and family child care providers (CORE Awards.)
- Focus group participants and survey respondents provided many comments reflecting the value of the work that has been done as a result of the Early Learning Challenge funding, and the importance of continuing that support and success. As one participant eloquently stated: ***"Invest now for success, or pay for failure later."*** The full report can be viewed here: <http://www.greatstartsdelaware.com/resources/DE-Great-Starts-Sustainability-Report.pdf>
- Following the focus group and survey data analysis, the Office of Early Learning worked with the Secretary of the Children's Department in preparing an initial budget request to the Governor's Office. All priorities identified through the focus group and online survey were included in the budget request to the Governor. Business and community leaders and early learning directors and teachers came forward to express support for the \$11.3 Million Governor's recommended budget for Early Success.

Detailed Summary of Accomplishments: Delaware's early learning system work continues to be guided by the Delaware 2013-2018 Early Childhood Strategic Plan, (http://decc.delaware.gov/files/2013/04/EarlyChildhoodStratPlan_final-11.pdf.) This Plan was created by the Delaware Early Childhood Council, the state's Early Childhood Advisory Council, and enjoys broad, strong support among a broad coalition of public and private agencies, policymakers, early learning programs, and community leaders. Within the context of the Plan, Delaware's ongoing, comprehensive commitment to building an early learning system of the highest quality for its most at-risk young children and their families is reflected in the following accomplishments across the Early Learning Challenge Grant's four goals:

Goal 1: Expand comprehensive screening and follow-up for young children

- **More health providers were engaged in developmental screening** for young children and using best practice by using a standardized tool (the Parent Evaluation of Developmental Status (PEDS)). In Year Four, more than 19,571 screens were completed and entered into the Division of Public Health's PEDS Portal.
- **Broadened the base of providers offering developmental screening by including early learning programs.**

The Office of Early Learning used Challenge grant funds to provide training and the materials necessary for Delaware Stars programs to begin to conduct developmental screening using a standardized tool, the Ages and Stages Questionnaire 3 -SE. In Year Four, Delaware rolled out the online version of Ages and Stages and Delaware Stars programs and has conducted more than 4,374 young child developmental screenings using the ASQ 3-SE tool in early learning programs to-date. The new ASQ-SE2 will be implemented by June 1, 2016, and the Office of Early Learning began preparing for that in 2015 by revising training and noting new indicators and procedures, through the Delaware Institute for Excellence in Early Childhood (Stars). New face-to-face trainings on SE2 will be offered April 2016.

- **More families with young children are being linked to follow-up services.** The Challenge grant funds, in part, two primary sources to help families with young children get needed services: Health Ambassadors/ community health outreach workers serving high-needs geographic areas across the state and the Help Me Grow 211 line which is part of the state's replication of the Help Me Grow family supports model program. During Year Four, Health Ambassadors hosted nearly 280 events in high-needs areas to reach families expecting babies or who have young children. In total, 820 events have been held during the grant period to date. In Year Four, more than 101,927 individuals were reached through these events, which provide education about child and family health and the importance of quality early learning for young children. The Health Ambassadors work with families to help them identify needed services for their children, then link the families to community providers as appropriate. The Help Me Grow 211 call line received more than 6,000 calls, doubling the number of calls from families seeking services for their young children last year.
- The **Early Childhood Mental Health Consultation Service** continued to be a highly valued by early learning programs. During Year Four, Challenge grant funds continued to support 5 full-time licensed behavioral health clinicians out of a total of the state's 10 consultants. These consultants are specially trained and skilled in providing supports to early learning program staff, supporting young children's social and emotional development in early learning settings. With 100% of the Delaware Stars programs have access to this important service, more than 415 child-specific consultations were provided during Year Four. Consultants also provide professional development opportunities, with more than 249 individuals completing the 6-hour Child-Adult Relationship Enhancement (CARE) training for non-clinicians in 2015, reaching a total of nearly 1,343 over the first three years of the grant.

Goal 2: Expand Delaware Stars and increase the number of children with high needs enrolled in highly rated Stars programs

- **Surpassed the target (419) for the total number of programs in the Delaware Stars** by growing the total number of early learning programs participating in Stars to 565. More than 374 programs were in the top tiers for Stars, **exceeding the 54% top quality tier performance target at 66%**. Focused recruitment strategies, combined with an array of financial and other supports, have allowed more programs to voluntarily participate in Stars, the state's Tiered Quality Rating and Improvement System (TQRIS.) Stars is implemented by the Delaware Institute for Excellence in Early Childhood (DIEEC) at the University of Delaware.

Last year, adjustments were made to the alternative pathway for Part B/619 and Title I-funded programs, resulting in a 200 percent increase in the number of participating Part B/619 programs in Year Four from 6 in 2014 to 11 in 2015. In December 2015, Governor Markell recognized the tremendous commitment early learning programs across the state have made to raising quality, joined by the Secretaries of Children's and Education Departments and other leaders to celebrate the first fully inclusive program and 100th early learning center in Delaware to achieve 5 Stars.

The number of children with high needs served through Delaware Stars programs grew to 16,797 while the percentage of children with high needs served by Stars top quality tier programs grew to 64% (10,771), exceeding the grant performance target of 51%.

- **Expanded supports for Delaware Stars continued to promote participation.** The Infant Incentive Fund was rolled out last year. The Infant Incentive Fund provides bonuses to 4 and 5 Star programs serving infants to

support the additional cost of supplies, equipment, professional development and scholarships for families in need to enroll infants. There were 171 Infant Incentive grants awarded in Year Four.

- In addition, 538 child care providers participated in 42 professional development trainings in three of the most widely adopted curricula. In addition to curriculum training, Delaware Institute for Excellence in Early Childhood partnered with Delaware Stars and 30 child care programs in a pilot that provided; technical assistance, training, professional learning communities, and resources related to implementing a successful curriculum and assessment program in child care. In the final evaluation, results indicate that the majority of respondents (89%) believe that their programs are prepared to integrate formative child assessment on a daily basis.
- 314 Compensation, Retention and Education (CORE) supplements were awarded in 2015, bringing the total awards to 2,007 since the program was initiated in 2013. The awards recognize educators who obtained credentials or increased their education.
- There were 180 Stars programs that upgraded their physical environment or technology capacity through the Infrastructure Fund. This fund is designed to accelerate upward movement of Stars programs by providing funding to make facility and technology improvements identified in the programs' quality improvement plan. In Year Three, 64 Stars programs received funds totaling nearly \$630,000 to improve the physical environment including installation of sinks, construction or removal of walls, playground construction and window and door replacement.
- Nearly 90 early educators completed the Early Learning Leadership Initiative (ELLI) in Year Four. ELLI consists of nine online training modules and a community of practice. An articulation agreement between Delaware Technical and Community College and National Louis University allows the nine modules to articulate into nine credit hours. There were 20 individuals who chose to complete the ELLI for college credits.
- In Year Four, 247 early educators attained 5 types of credentials, enhancing their capacity to provide high-quality care and education and allowing them to advance on Delaware's Career Lattice and receive CORE awards.
- There were 210 T.E.A.C.H.® scholars who worked toward degrees or credentials in early childhood education in Year Four. Recognizing the commitment early learning professionals across the state have made to increasing their own education and to raising the quality of teaching and care they provide to young children, Governor Markell joined the Secretary of Education, the Delaware Early Childhood Council Chair and other leaders to celebrate the achievements of the scholars. Most Delaware T.E.A.C.H. scholars are women earning less than \$15 per hour; 76% of whom are married with children. Nearly half of the scholars are people of color and 41% are the first family member to attend college. The state funds the T.E.A.C.H. scholarships, child care centers commit to providing a bonus or raise to the teacher once the coursework is completed, and in return teachers commit to successfully completing coursework and to remaining in the same early childhood program.

Goal 3: Build connections between early learning and the K-12 schools

- **A total of 209 pre-K, kindergarten and first grade teachers and administrators attended the 2015 Great Starts Delaware P-K-1st Stronger Together Conference.** The conference was an outgrowth of prior years' kindergarten-only conferences. The planning committee, consisting primarily of kindergarten teachers, decided to open the conference to pre-k, k, 1st grade teachers, and administrators to build a shared base of professional knowledge across the grade level continuum. The focus of the day was on social-emotional development and kicked off with a welcome from Governor Markell and keynote presentation from Dr. Dan Gartrell, a leading national expert on guidance and social-emotional supports for young children. Attendees rated the Conference an average of 4.5 out of 5, the highest possible rating.
- **Completed Early Learner Surveys for 7,901 children (87% of all kindergarteners).** The Delaware Early Learner

Survey provides kindergarten teachers with the opportunity to observe and document the developing skills and abilities of their children across the full range of development, including these areas as set by state law: Language and literacy development; Cognition and general knowledge; Approaches toward learning; Physical well-being and motor development; and Social and emotional development. This year's full rollout was hampered by a number of technical and other challenges, as outlined in a later section. However, data is being analyzed to improve processes for next year, as well as to create a baseline and identify areas for system improvements to support young children's development prior to kindergarten entry.

- **Child Formative Assessment.** In Year Four, 497 Delaware Stars early learning programs used the Teaching Strategies GOLD online formative assessment after completing training during the pilot phase in Year Two. While programs may select other child assessment instruments, Challenge grant funds are used to support the use of this instrument. Data from assessments from the fall and spring are used to inform instructional decision-making. Programs send one administrator and one teacher from each of their age-level classrooms to a Delaware-led Teaching Strategies GOLD professional development event and are then offered free access to the online platform.
- In Year Four, **21 local Delaware Readiness Teams (Del Teams) with more than 350 volunteer members** continued to improve linkages between the early learning system and K-12 system by implementing action plans based on the results of their completed community needs assessments. With support provided by the Delaware Early Childhood Center, the teams' actions are guided by the readiness equation: (Ready Families + Ready School + Ready Early Care and Education Programs + Ready Communities = Ready Children). Private partners provide funding and supports for these teams, including PNC, Nemours, Rodel Foundation, and United Way. Each team received \$20,000 to support implementation of the plan. The Delaware Readiness Team Advisory Committee continues to play a critical role in advising and supporting the local teams. An advisory committee of funders, state agencies, team leads and team facilitators, who are funded through the Challenge grant, meets quarterly to monitor progress and identify and address barriers.
 - Highlights of Del Team activities in Year Four include: collaborating with other community organizations to plant community gardens across the Team geographic area, and using the gardens to teach healthy eating to families, children and teachers and hosting a hands-on parent conference with topics ranging from literacy to financial management.
 - The Del Teams Evaluation Study was completed. The OEL partnered with REL Mid-Atlantic at ICF International to conduct a formative evaluation of the Delaware Readiness Teams Initiative. The evaluation results showed that the primary activities of the Del Teams to-date focused on activities to “bridge the gap” between elementary schools and early learning programs: distributing kindergarten readiness kits, conducting focus groups for parents and teachers, holding parent conferences and literacy events, etc. The evaluation results suggested the following areas for further development: cross-team strategy and implementation opportunities, shared communications tools, fund development and group facilitation technical assistance. Results have been shared with the Del Team Advisory Committee.
 - Prevent Child Abuse Delaware awarded five grants to Del Teams to conduct family strengthening activities in their communities. Projects range from organizing a kindergarten academy for families with children entering kindergarten to providing books and supplies to homeless children.

Goal 4: Create a sustainable system with strong parent and community engagement and advocacy

- **Governor Markell's recommended budget for State Fiscal Year 2017 includes \$11.3 Million request for sustaining early learning progress.** This budget request, submitted through the Children's Department to the Office of the Governor, includes funding to continue tiered reimbursements, onsite technical assistance to reach higher Delaware Star levels, CORE awards, T.E.A.C.H. scholarships, Delaware Readiness Teams, and Early Childhood Mental Health Consultants.
- **Established a permanent home for the Office of Early Learning, and an ongoing structure for integrating the**

state's early learning system, as described above. After a review of other state early learning governance structures and an analysis of the potential benefits and challenges to different structures, the Governor's Office, with input from the Secretaries of Education and Children's Departments and the Office of Early Learning, determined to create an early learning branch in the Department of Education.

- **Family and community engagement outreach increased.** The Office of Early Learning and its partners conducted family outreach at hundreds of community events across the state in 2015, reaching more than 33,000 individuals to increase of public awareness about importance of quality early learning for young children and how families can use Delaware Stars/TQRIS as the guide to find early learning programs for their young children. An overarching community engagement plan guided the efforts throughout the year and across the state. Outreach materials, most available in Spanish, and promotional give-aways were distributed.
- **Delaware's monthly early childhood e-news** distribution has reached nearly 6,800. Initially developed for key stakeholders to share news about significant developments in the state's early childhood system enhancement, the e-news is finding a broader audience as early educators, families and other with interest in supporting quality early learning join the distribution list. The e-news monthly editions are archived for easy access on the website - <http://www.greatstartsdelaware.com/>
- **The new Purchase of Care state subsidy data system** was launched in late fall 2015. This system supports administration and payment of early learning program providers serving children with the subsidy. The new system is now being used to process Purchase of Care and tiered reimbursement payments. Although there have been some technology challenges identified during the full roll out, the system provides much more flexibility and reporting capacity on both the user and administrator end. In order to receive purchase of care and tiered reimbursement payments, providers are required to use the new system. The state will not allow providers to submit attendance through mail or fax any further, which saves staff time and effort. It also ensures that payments are more timely and align with tighter audit controls.
- **Delaware submitted for a State Longitudinal Data System (SLDS) grant for early learning.** Building on the framework for Delaware's Early Childhood Integrated Data System (ECIDS) that was developed last year, Delaware submitted for a federal SLDS grant, but was not successful in its bid. However, the state plans to continue to seek funds and continue the partnerships developed to improve early childhood data collection, reporting, and system development. For example, the state will continue to convene early childhood data policy and data management committees.
- **Partnerships continue to grow stronger between the participating state agencies and community organizations.** The committed, dedicated participation of high level representatives on Delaware's Early Childhood Council, Interagency Resource Management Committee, and ongoing communication and shared work helps address implementation challenges and remove barriers.

Planning for a Governor's Birth to 8 Summit, sponsored by the Delaware Early Childhood Council, the State Board of Education, the United Way of Delaware, University of Delaware's Institute for Excellence in Early Childhood, and the Office of Early Learning, Department of Education. The Summit will highlight the following: There are only 3,000 days between the time a baby is born and he or she makes the critical transition from learning to read to reading to learn at the end of third grade. A growing body of scientific evidence shows that a child's development in the first eight years is rapid and cumulative and sets the foundation for all future learning. The recent National Academy of Sciences report, "Transforming the Workforce for Children Birth through Age 8: A Unifying Foundation" calls for coherent policies and practices that support continuity in children's early learning experiences birth through third grade. How can Delaware lead the nation in building a cutting-edge birth to age 8 early learning system that gives each child the best opportunity to succeed?

Challenges and Lessons Learned: Over the past year, the Office of Early Learning (OEL) has moved from start-up operations to sustainability planning - working through the financial, governance and staffing required to continue to move Delaware's early learning system progress forward after the Early Learning Challenge grant. It is challenging to work on sustainability plans while still in full implementation mode. The Office of Early Learning's efforts to create a long-term governance structure and transition to new leadership and staffing

patterns resulted in some staff turnover, which caused some short-term capacity issues. The OEL also faced some challenges with full roll out of the state's Early Learning Survey (kindergarten entry assessment), with significant technology problems and inadequate outreach and training prior to the 30 day assessment window. These issues will be addressed in the spirit of continuous quality improvement, as described below.

The OEL also learned some valuable lessons on how best to educate and engage new stakeholders in the state's early learning work. Outreach efforts were intensified, and all presentations started with brain research and early learning's connection to not only school success, but economic development, crime reduction, and thriving communities. As a result, for example, Delaware's Commission of Correction has become engaged in the state's early learning efforts.

Strategies to Address Challenges and Future Work: The Office of Early Learning is now shifting to a continuous quality improvement approach. The OEL staffing has stabilized, and integration into the Department of Education is well underway. The state has made tremendous progress in improving its early learning system over the past few years, and the OEL recognizes the need to continue to evaluate and improve the programs and services underway. To that end, OEL will continue to use data and shared learning to inform decision-making. Upcoming work includes: 1) Early Learner Survey baseline data analysis and reporting; 2) A 2016 Early Childhood Workforce Study that will look at workforce qualifications by Star rating, age of child served, and program auspice; 3) Revision of the state's Early Learning Foundations and integration of social-emotional standards into K-2 standards; 4) A State Strategic Plan for Professional Development that will include broad stakeholder input and drive a three-year actionable vision for creating an aligned career progression for Delaware's Early Childhood Workforce. The OEL will also respond to recommendations that come out of the final RAND validation study of Delaware Stars for Early Success, identifying key areas for strengthening the state's TQRIS to continue to raise the quality of care that all young children receive, and especially for the state's children with the highest needs.

Successful State Systems

Aligning and coordinating early learning and development across the State (Section A(3) of Application)

Governance Structure

Please provide any relevant information and updates related to the governance structure for the RTT-ELC State Plan (specifically, please include information on the organizational structure for managing the grant, and the governance-related roles and responsibilities of the Lead Agency, State Advisory Council, and Participating State Agencies).

In Year Four, Delaware moved forward with establishing a permanent home for the Office of Early Learning, and an ongoing structure for integrating the state's early learning system. After a review of other state early learning governance structures and an analysis of the potential benefits and challenges to different structures, the Governor's Office, with input from the Secretaries of Education and Children's Departments and the Office of Early Learning, determined to create an early learning branch in the Department of Education.

The Office of Early Learning now reports directly to the Secretary of Education. Two teams working on early learning were brought together - now the state's IDEA Part B 619 program and Part C liaisons, the Head Start Collaboration Office, the state's Early Head Start-Child Care Partnership program, Stars for Early Success, the state's professional development system, and the state-funded Pre-K program, along with all Early Learning Challenge grant initiatives, are housed within the Office of Early Learning. The Office of Early Learning (OEL) in the Governor's Office leads and manages the Challenge grant implementation to ensure that goals and performance targets are met.

OEL continues to work directly with all three participating state agencies - the Departments of Education, Health and Social Services and Services for Children Youth and Their Families- and many partners to implement the Challenge grant.

The Delaware Early Childhood Council, with members appointed by the Governor, is an advisory body which provides oversight of the State Early Childhood Strategic Plan. In support of the Delaware Early Childhood Strategic Plan, there are four standing committees which align respectively with the four strategic plan goals that incorporate the Early Learning Challenge grant goals. These committees provide stakeholder input and advocacy, laying a strong foundation to sustain the gains made through the Challenge.

Stakeholder Involvement

Describe State progress in involving representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the implementation of the activities carried out under the grant.

In Year Four, significant effort went into sustaining and building stakeholder involvement. A strong and wide base of engaged stakeholders is critical to sustain the gains made under the Early Learning Challenge grant and support continuous quality improvement of the state's early learning system.

Governor Jack Markell continues to be the state champion for quality early learning, using his state and national leadership roles to promote increased awareness of importance of quality early learning for young children. State and local elected officials also participated in the work of the Early Learning Challenge grant in several ways during 2015, lending their direct support by participating Delaware Stars Celebrations, visiting high-quality early learning programs sites to show their support, and participating in a Kids Caucus legislative event focused on early learning.

The business community is also actively engaged in supporting the development of a high-quality early learning system in Delaware. The Commission on Early Education and the Economy, a sub-committee of Delaware Business Roundtable's Committee on Education, was the leading business advocacy group supporting investment in quality early learning in our state again in Year Four. Top business executives from small, medium and large companies participate on the Commission. Members led by giving presentations to affiliate business groups and writing letters to the editor in support of public investment in quality early learning programs.

Many stakeholders participated by serving on one of the Delaware Early Childhood Council's four committees. Three of the four committees address system implementation issues and program and service development. The sustainability committee addresses policy, funding and data issues.

In addition, strong partner organizations who are key stakeholders have taken a very active role in implementation of the Challenge grant initiatives, competing successfully to become the lead partners implementing initiatives and supports such as:

- Children and Families First, Inc. administers the Infrastructure Fund and employs some Delaware Stars technical assistants (Goal 2);
- Delaware Association for the Education of Young Children administers the Compensation, Retention and Education (CORE) awards initiative (Goal 2);
- Delaware Early Childhood Center administers the Del Teams initiative (Goal 3);
- Easter Seals of Maryland and Delaware partners by managing the developmental screening training for Delaware Stars programs on the use of the Ages and Stages Questionnaire - SE and employing some Delaware Stars technical assistants (Goal 2);
- McCormick is the managing partner for the Early Learning Leadership Initiative (ELLI) and has a local leader-mentor in Delaware who leads the communities of practice groups for early educators participating in the leadership training (Goal 2);

As previously described, in Year Four stakeholders from across the state participated in Great Starts Investing Forums and an online survey. A total of 152 individuals attended focus groups and 561 Delawareans responded to the survey. Participants and survey respondents included early learning professionals, parents, K-12 teachers and administrators, state government employees, early learning program technical assistance providers, community advocates, and business, philanthropy and faith leaders.

Also in Year Four, 21 local Delaware Readiness Teams (Del Teams) with more than 350 volunteer members, including families, early learning and K-3 teachers and administrators, community leaders, health professionals, and others, continued to improve linkages between the early learning system and K-12 system by implementing action plans based on the results of their completed community needs assessments.

The active involvement of stakeholders is essential for Challenge implementation success, continuous quality improvement and for sustaining the gains made in Delaware's early learning system.

Proposed Legislation, Policies, or Executive Orders

Describe any changes or proposed changes to state legislation, budgets, policies, executive orders and the like that had or will have an impact on the RTT-ELC grant. Describe the expected impact and any anticipated changes to the RTT-ELC State Plan as a result.

Delaware did not make any changes in state legislation, policies, executive orders that had an impact on the Early Learning Challenge or its implementation plan. However, Governor Markell proposed an additional \$11.3 Million for early learning for State Fiscal Year 2017, which, if approved by the Legislature, will enable Delaware to sustain priority strategies for raising the quality of early learning programs for all children, and especially for children from low-income families, as well as continue key supports including Early Childhood Mental Health Consultants, T.E.A.C.H. scholarships, technical assistance and tiered reimbursement, and the Delaware Readiness Teams.

Participating State Agencies

Describe any changes in participation and commitment by any of the Participating State Agencies in the State Plan.

The commitment and participation of the three original participating state agencies remains in place as described in the Early Learning Challenge grant application, strengthened by ongoing collaboration and partnerships supporting the state's early learning system vision.

High-Quality, Accountable Programs

Developing and adopting a common, statewide Tiered Quality Rating and Improvement System (TQRIS) (Section B(1) of Application).

During this reporting year of RTT-ELC implementation, has the State made progress in ***developing or revising*** a TQRIS that is based on a statewide set of tiered Program Standards?

If yes, these standards currently apply to (please check all that apply):

- ☒ State-funded preschool programs
- ☒ Early Head Start and Head Start programs
- ☒ Early Learning and Development programs funded under section 619 of part B of IDEA and part C of IDEA
- ☒ Early Learning and Development Programs funded under Title I of ESEA
- ☒ Early Learning and Development Programs receiving funds from the State's CCDF program:
 - ☒ Center-based
 - ☒ Family Child Care

If yes, these standards currently apply to (please check all that apply):

- ☒ Early Learning and Development Standards
- ☒ A Comprehensive Assessment System
- ☒ Early Childhood Educator Qualifications
- ☒ Family Engagement Strategies
- ☒ Health Promotion Practices
- ☒ Effective Data Practices

The State has made progress in ensuring that (please check all that apply):

- ☒ TQRIS Program Standards are measurable
- ☒ TQRIS Program Standards meaningfully differentiate program quality levels
- ☒ TQRIS Program Standards reflect high expectations of program excellence commensurate with nationally recognized standards that lead to improved learning outcomes for children
- ☒ The TQRIS is linked to the State licensing system for Early Learning and Development Programs.

Describe progress made during the reporting year in **developing or revising** a TQRIS that is based on a statewide set of tiered Program Standards. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the four-year grant period.

In 2015 Delaware Stars implemented two of six "Essential Standards" for 4 and 5 Star rated programs. These new quality indicators, developed in 2013 and planned for in 2014, increase the distinction between the two highest levels of the tiered system, with the remaining four Essential Standards to begin in 2016. These standards align quality across the state to standardize critical aspects of care. The implementation timeline is as follows:

- Child Development Screening - January 2015
- Administrator Credential - July 2015, ECE centers only
- Formative Assessment - January 2016
- Early Childhood Curriculum - July 2016
- Curriculum & Assessment Credential - July 2016, ECE centers only
- Integration of Child Observation & Curriculum - July 2016, 5 Star only

In January 2015 programs reaching 4 and 5 Star quality were required to meet the Essential Standard for using a screening tool with each child enrolled, at least one time per year. Early educators received training and technical assistance on how to use the Ages & Stages and Ages & Stages Social-Emotional screening tools in order to support programs meet this new standard. As of December 2015, 40 trainings have been offered, with 659 participants completing the training. Alongside these trainings, efforts have been made through conference presentations and technical assistance to build providers' understanding of the purposes for using a screening tool and the differences between a screening tool and a formative assessment. As providers gain clarity about the use and purpose of screening tools and assessments, Delaware's children will benefit from access to appropriate in classroom and out of classroom supports and interventions.

In July 2015 the Administrator Credential was added as an Essential Standard for 4 and 5 Star child care center administrators in 4 and 5 Star programs. There are five pathways to complete the credential: 5 or more credits from a regionally accredited university in Administration, Supervision, Leadership, and/or Advocacy courses; completion of 6 credits of the Delaware Technical & Community College course required for the Director's Certificate offered prior to 2011; AMS Administrator Credential; Aim4Excellence online national director credential for early childhood administrators; or NAEYC recognized Administrator Credential. The primary pathways for completion were college coursework and Aim4Excellence. As of December 2015, 258 administrators have been awarded the Administrator Credential. As the skills and abilities of Delaware's child care Administrators increase, so will their abilities to support continuous quality improvement in their programs. This constant movement toward high quality is the hallmark of Delaware's educational system, including TQRIS and early learning.

The Delaware Stars process guides programs through a progression of best practices, stepping incrementally toward holistic best practice. Essential standards clearly define the course of action necessary to reach high quality. Delaware will continue to use evidence and research based methods to improve the TQRIS, and is eager to learn from the RAND report the most successful components of Stars and the ways in which Delaware Stars can and will continue to work toward more successful measurements of and improvements to quality child care.

Promoting Participation in the TQRIS (Section B(2) of Application)

Describe progress made during the reporting year in promoting participation in the TQRIS. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the four-year grant period.

In Year Four Delaware has continued to increase the number of programs entering into Delaware Stars (from 478 to 565) with 66% of those programs (374) being in the top tiers of quality (3, 4, or 5 Star) compared to end of Year Three with 51% (284) of programs in the top tiers of TQRIS. This increase in the quality of existing programs translates to an increase in the number of 4 and 5 star child care slots available to families, with that number of 4 and 5 Star slots increasing from 4840 in January 2012 to 23,984 in December 2015. The quantity of programs entering into TQRIS and into the highest tiers have continued to grow with 90 programs becoming top tier programs in Year Four alone. This strong showing has increased the access to high quality child care for Delaware's children by substantial measures.

Delaware established quality benchmarks as part of Delaware Stars, and in implementation statewide prior to Delaware's Early Learning Challenge grant application. Delaware has standards alignment/reciprocity in place for its state preschool program, Head Start and nationally accredited programs. Delaware Stars is based on a set of comprehensive program quality standards and is grounded in the state's early learning standards, known here as the Delaware Early Learning Foundations.

In Year Four, Delaware continued to see substantial growth in the number of programs participating in the Star System, and even more growth in programs advancing in their Star standing. A variety of supports and incentives make this continued growth possible.

- Tiered reimbursement continues to be one of the strongest supports for high quality rated child care programs in Delaware. In 2015 over 370 programs receiving tiered Purchase of Care reimbursement, with a total of over \$6M being paid to high quality providers.
- Compensation, Retention and Education (CORE) Awards, cash incentives for increased formal education or credentials, were given to more than 300 early educators in 2015. This award is directly linked to Delaware's Career Lattice, which is used in determining staff education points in Delaware Stars.
- \$180,000 was awarded in Quality Improvement Grants to child care programs in support of their work toward a Star level 3, 4, or 5. These grants funded facilities improvements, professional development, curriculum, and other materials and purchases required for increased quality.
- Technical assistance and professional development remain cornerstones of support for programs entering the TQRIS, progressing in the TQRIS, and re-qualifying. While nominal fees are charged for professional development training, technical assistance is free for all programs entering the TQRIS.

This constellation of supports has been successful in increasing the number of programs entering and progressing in Delaware Stars, and the Governor's proposed State Fiscal Year 2017 budget includes funding to continue these supports. Delaware's early learning community has shown statewide dedication to quality, and this dedication has been mirrored by the Governor's financial commitment to maintaining a high level of funding for early learning in the 2016-2017 budget year. Delaware is well positioned to continue working toward high quality child care in Year Five, and momentum continues to grow as the Delaware early learning system proves its rigor and value through data collection, results based programming, and community engagement and education.

Performance Measure (B)(2)(c)

In the table, provide data on the numbers and percentages of Early Learning and Development Programs that are participating in the State's TQRIS by type of Early Learning and Development Program. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.

Targets: Number and percentage of Early Learning and Development Programs in the TQRIS										
Type of Early Learning and Development Program in the State	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	1	8%	12	100%	12	100%	12	100%	12	100%
Early Head Start and Head Start ¹	4	13%	16	50%	23	75%	31	100%	31	100%
Programs funded by IDEA, Part C										
Programs funded by IDEA, Part B, section 619	0	0%	2	13%	4	25%	6	38%	8	50%
Programs funded under Title I of ESEA	0	0%	2	15%	3	23%	5	38%	7	54%
Programs receiving CCDF funds	94	9%	136	13%	309	30%	440	42%	521	50%
Other 1	29	7%	66	16%	145	35%	190	46%	207	50%
Describe:	Other Licensed Child Care Providers (not receiving CCDF funds)									
Other 2										
Describe:										
Other 3										
Describe:										
¹ Including Migrant and Tribal Head Start located in the State.										

Performance Measure (B)(2)(c) - Additional Other rows

Targets: Number and percentage of Early Learning and Development Programs in the TQRIS

Type of Early Learning and Development Program in the State	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
Other 4										
<i>Describe:</i>										
Other 5										
<i>Describe:</i>										
Other 6										
<i>Describe:</i>										
Other 7										
<i>Describe:</i>										
Other 8										
<i>Describe:</i>										
Other 9										
<i>Describe:</i>										
Other 10										
<i>Describe:</i>										

Performance Measure (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide TQRIS.

Actuals: Number and percentage of Early Learning and Development Programs in the TQRIS

Type of Early Learning and Development Program in the State	Baseline			Year One			Year Two			Year Three			Year Four		
	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%
State-funded preschool	13	1	8%	12	12	100%	11	11	100%	11	11	100%	11	11	100%
<i>Specify:</i>	ECAP														
Early Head Start and Head Start ¹	31	4	13%	31	31	100%	31	31	100%	31	31	100%	31	31	100%
Programs funded by IDEA, Part C															
Programs funded by IDEA, Part B, section 619	16	0	0%	16	2	13%	16	5	31%	16	6	38%	16	11	69%
Programs funded under Title I of ESEA	13	0	0%	13	4	30%	18	10	55%	19	12	63%	21	13	62%
Programs receiving CCDF funds	1,045	94	9%	1,045	236	23%	1,045	418	40%	941	478	51%	921	481	52%
Other 1	615	29	7%	415	86	21%	332	17	5%	463	18	4%	511	18	4%
<i>Describe:</i>	Other Licensed Child Care Providers (not receiving CCDF funds)														
Other 2															
<i>Describe:</i>															
Other 3															
<i>Describe:</i>															

¹ Including Migrant and Tribal Head Start located in the State.

Performance Measure (B)(2)(c) - Additional Other rows

Actuals: Number and percentage of Early Learning and Development Programs in the TQRIS

Type of Early Learning and Development Program in the State	Baseline			Year One			Year Two			Year Three			Year Four		
	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%	# of programs in the State	#	%
Other 4															
<i>Describe:</i>															
Other 5															
<i>Describe:</i>															
Other 6															
<i>Describe:</i>															
Other 7															
<i>Describe:</i>															
Other 8															
<i>Describe:</i>															
Other 9															
<i>Describe:</i>															
Other 10															
<i>Describe:</i>															

Performance Measure (B)(2)(c) Data Notes

Indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

Part C is an individual child service, not a program-funded service, therefore data at the program level for part C is not reported. Early intervention services through Part C may be provided in a home-setting or in an early learning and development program setting where the child is enrolled. The baseline data in the application was an estimated figure. Data on individual children receiving Part C/Early Intervention services in early learning setting in a Delaware Stars program and also in top tier rated Stars programs is actual, beginning with Year Three in, 2014.

Delaware has eleven Early Childhood Assistance Program programs across the state with all of them enrolled in the TQRIS. The Early Head Start and Head Start programs are highly encouraged to be enrolled in the TQRIS and are entering in at a Star level 4. Data for ECAP, Early Head Start, Head Start, Part B, Title 1 and non-CCDF programs in Stars are provided by Delaware Dept. of Education, data for Part C is provided by the Delaware Dept. of Health and Social Services which also provides CCDF payment and attendance data to DDOE.

Performance Measure (B)(2)(c) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established grant targets by the end of the grant period.

Delaware met or exceeded performance measure targets in the following areas:

- State funded preschool/ECAP-100% of the 11 ECAP programs participating in the Delaware Stars
- Early Head Start and Head Start-100% of the 31 programs in EHS/HS participating in Delaware Stars
- Part B/Section 619-50% target exceeded. Actual: 69%
- Title 1-funded programs/ESEA-54% target exceeded. Actual: 62%
- CCDF Funding 50% target exceeded. Actual: 52%

Delaware did not meet its target for the licensed child care providers not receiving CCDF funds. The target for year four was to have 50% of these centers participating in the state QRIS and Delaware only had 4%. Recruitment efforts have been enhanced to reach the family child care programs that are still currently not participating in the state's QRIS by voicing the importance of QRIS for all children.

Rating and monitoring Early Learning and Development Programs (Section B(3) of Application).

The State has made progress in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS that (please check all that apply):

- ☒ Includes information on valid and reliable tools for monitoring such programs
- ☒ Has trained monitors whose ratings have an acceptable level of inter-rater reliability
- ☒ Monitors and rates Early Learning and Development Programs with appropriate frequency
- ☒ Provides quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site)
- ☒ Makes program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

Describe progress made during the reporting year in developing and enhancing a system for rating and monitoring the quality of Early Learning and Development Programs that participate in the TQRIS. Describe the State's strategies to ensure that measurable progress will be made in rating and monitoring Early Learning and Development Programs by the end of the grant period.

Delaware continues to refine its process for rating and monitoring programs in TQRIS to ensure quality standards are reflected in the procedures and practices of DE Stars' programs. Delaware knows the importance of both accurate and impactful rating and evaluation, and is committed to assessing the TQRIS in order to make research and evidence based changes in a timeframe that is doable for child care providers, and that will make a difference in the quality of learning environment for children.

Delaware Stars ensures a rigorous rating and monitoring process. Programs requesting a 3, 4, or 5 Star rating are put into a 60 day assessment window, with seven "black out days" in which no assessors will visit. During this window, unannounced visits from reliable Environment Rating Scale (ERS) assessors and from Standards Verifiers occur. These separate visits comprise the total points score for the Star Rating, with ERS and Essential Standards [see Section B(1) for more information about Essential Standards] required for four and five Star Rated programs. Prior to Year Four programs had a 45 day window for assessments and were given a specific day on which assessments and verification would simultaneously occur. These steps, along with the addition of the Essential Standards, have moved Delaware toward a more rigorous monitoring process and support "quality every day" over "quality for a day".

Promoting access to high-quality Early Learning and Development Programs for Children with High Needs (Section B(4) of Application).

Has the State made progress in improving the quality of the Early Learning and Development Programs that are participating in your State TQRIS through the following policies and practices? (If yes, please check all that apply.)

- ☒ Program and provider training
- ☒ Program and provider technical assistance
- ☒ Financial rewards or incentives
- ☒ Higher, tiered child care subsidy reimbursement rates
- ☒ Increased compensation

Describe the progress made in improving the quality of the Early Learning and Development Programs that are participating in your State TQRIS during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Delaware understands the importance of its most vulnerable children having high quality early learning experiences. In order to facilitate children with high needs being in these programs, Delaware has instituted several programs aimed at increasing access to high quality child care for children with high needs. These programs range from supporting high quality provider practices, to cash awards for both providers and programs, leading to over 10,700 children being in top tier (3, 4, 5 Star) child care programs, and more than doubling the 4117 children with high needs served in top tier programs in Year One. (data collected from Purchase of Care, DE DHSS)

The cost of providing quality can be a barrier to implementing best practices in a child care setting. Improved materials, curricula, technology, and professional development have an associated cost. Delaware has done several things to ameliorate these costs in order to maximize access to high quality child care for all children, particularly children with high needs.

The \$6M plus investment in tiered reimbursement is a significant support for higher quality care, helping programs to offset the cost of meeting the higher DE Stars standards. Additionally, programs working toward 3, 4, and 5 stars are eligible for Quality Improvement Grants with \$180,000 going to programs awarded this grant in 2015. (data collected from OEL, and DAEYC)

Child care providers working in 3, 4, and 5 Star programs are eligible for Compensation, Retention, and Education Awards (CORE Awards) with over \$240,000 awarded to over 300 providers in 2015. These salary supplements incentivize early educators to attain higher levels of education or credentials and remain in their child care programs so that children have greater continuity of care. (Data collected from DAEYC)

Child care providers are also eligible for T.E.A.C.H. scholarships to help with tuition and books. Over 200 participants in 2015 received scholarships to work on over 35 degrees and certificates. T.E.A.C.H. scholars were honored by Governor Jack Markell at a T.E.A.C.H. celebration in December 2015. The event drew more than 100 community leaders and early learning advocates, and resulted in several media stories. Governor Markell attended the event, and recognized the T.E.A.C.H. scholars present for their accomplishments, "I applaud you and the more than 200 early learning professionals who, despite having full-time jobs and families of their own to care for, have gone back to school to earn early childhood degrees." (data collected from T.E.A.C.H.)

Delaware Stars includes opportunities for programs to strengthen educator qualifications, family engagement and health promotion. Delaware promotes developmental screening and child formative assessment by offering an array of supports in Year Four with continued funding through the Early Learning Challenge including free training on identified standardized instruments, materials, online database access and specialty technical assistance to support Stars programs working on the related standards to move up in quality rating. The Stars programs response to these supports has continued to be positive, with over- subscribed training and high satisfaction ratings. Many programs leveraged multiple Stars program supports, for example purchasing

computers and obtaining better technology through Quality Improvement Grants. Other specialty technical assistance content in Year Four includes Health and Nutrition and Environment Rating Scales.

In Year Four the Aim4Excellence Leadership training articulated 9 credit hours to Delaware Technical and Community College for 20 participants. The Early Learning Challenge grant, through T.E.A.C.H. helped fund this articulation. This innovative and meaningful collaboration supports early learning providers in their pursuit of higher education and provides another pathway to higher education for the Delaware early learning system.

These supports, coupled with ongoing training and onsite technical assistance provided to programs desiring to increase their Star rating represent the range of services in place to help Delaware early learning programs raise and maintain their level of quality.

Performance Measures (B)(4)(c)(1)

In the table below, provide data on the number of Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.					
Targets					
	Baseline	Year One	Year Two	Year Three	Year Four
Total number of programs enrolled in the TQRIS	134	300	405	419	442
Number of programs in Tier 1	48	98	53	41	26
Number of programs in Tier 2	50	77	183	157	127
Number of programs in Tier 3	13	44	47	70	105
Number of programs in Tier 4	10	49	95	117	144
Number of programs in Tier 5	13	32	27	34	40
Number of programs enrolled but not yet rated					

Performance Measure (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the TQRIS.					
Actuals					
	Baseline	Year One	Year Two	Year Three	Year Four
Total number of programs enrolled in the TQRIS	134	322	435	478	565
Number of programs in Tier 1	48	69	70	54	44
Number of programs in Tier 2	50	151	176	140	147
Number of programs in Tier 3	13	27	60	66	67
Number of programs in Tier 4	10	51	101	150	163
Number of programs in Tier 5	13	24	28	68	144
Number of programs enrolled but not yet rated					

Performance Measure (B)(4)(c)(1) Data Notes

Describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

The TQRIS/Delaware Stars quality ratings assigned to programs are recorded in the Delaware Stars database managed by the Delaware Institute for Excellence in Early Childhood. Delaware Stars quality assurance staff review data to ensure recording of quality rating is accurate based upon the results of verifications and assessments conducted. Monthly and quarterly reporting of the total number of programs participating in Delaware Stars by type and quality rating are produced and reviewed routinely. Progress in increasing the total number of programs in Stars and the proportion of programs in the top tiers of quality is tracked so that challenges can be identified and barriers to upward movement addressed, both at the program and system levels.

Performance Measure (B)(4)(c)(1) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

Targets for Year Four were exceeded for:

- a) Total number of programs in the TQRIS: 565, exceeding the Year Four target of 442;
- b) Number of programs with Star 1 rating: 44, exceeding the target of 26;
- c) Number of programs with Star 2 rating: 147, exceeding the target of 127;
- d) Number of programs with Star 4 rating: 163, exceeding the target of 144;
- e) Number of programs with Star 5 rating: 144, exceeding the target of 40.

Targets Missed:

Number of programs with Star 3 rating: 67 actual v target 105

While targets for the middle Star quality rating programs were missed, Delaware exceeded its performance targets for the total number of Stars programs participating in the QRIS in Year Four (565 v target of 442) and also exceeded the performance target for the percentage of Stars programs rated in the top tier of quality (374 v target of 289). Delaware also exceeded in the number of programs entering at Star level 1 (44 v target of 26).

Recruitment efforts have proven effective here with the overall target of programs enrolled over 500. The new supports and financial incentives initiated through the Challenge grant have served to provide incentives for more programs to make the decision to participate voluntarily in the QRIS. This resulted in a dramatic increase of the programs in Stars located across the state while offering families access to quality early learning programs.

Performance Measure (B)(4)(c)(2) Definition of Highest Tiers

For purposes of Performance Measure (B)(4)(c)(2), how is the State defining its "highest tiers"?

Delaware defines high tiers as Star levels 3, 4 and 5. For programs to be at a Star level 3, they have to obtain at least 40 points and score a minimum of 3.40 on the Environment Rating Scale assessment. For Star level 4, they have to obtain at least 60 points and 4.40 on the Environment Rating Scale assessment, and the Star level 5 at least 80 points and 5.40 on the Environment Rating Scale

assessment. Points are determined from the following standards:

Family and Community Partnerships
Qualifications and Professional Development
Management and Administration
Learning and Environment and Curriculum

Performance Measure (B)(4)(c)(2)

In the table below, provide data on the number and percentage of children with high needs who are enrolled in Early Learning and Development Programs in the top tiers of the TQRIS. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.										
Targets: Number and percent of Children with High Needs in programs in top tiers of the TQRIS										
Type of Early Learning and Development Programs in the State	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
State-funded preschool	72	9%	843	100%	843	100%	843	100%	843	100%
Early Head Start and Head Start ¹	227	12%	994	50%	1,416	100%	1,888	100%	1,888	100%
Programs funded by IDEA, Part C	12	10%	23	20%	37	30%	50	40%	62	50%
Programs funded by IDEA, Part B, section 619	0	0%	202	13%	389	25%	591	38%	778	50%
Programs funded under Title I of ESEA	0	0%	128	15%	193	23%	321	38%	450	50%
Programs receiving CCDF funds	446	5%	1,069	11%	2,462	25%	4,064	47%	5,391	55%
Other 1										
Describe:										
Other 2										
Describe:										
¹ Including Migrant and Tribal Head Start located in the State.										

Performance Measure (B)(4)(c)(2) - Additional Other rows

Targets: Number and percent of Children with High Needs in programs in top tiers of the TQRIS

Type of Early Learning and Development Programs in the State	Baseline		Year One		Year Two		Year Three		Year Four	
	#	%	#	%	#	%	#	%	#	%
Other 3										
<i>Describe:</i>										
Other 4										
<i>Describe:</i>										
Other 5										
<i>Describe:</i>										
Other 6										
<i>Describe:</i>										
Other 7										
<i>Describe:</i>										
Other 8										
<i>Describe:</i>										
Other 9										
<i>Describe:</i>										
Other 10										
<i>Describe:</i>										

Performance Measure (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the TQRIS.

In most States, the ***Number of Children with High Needs served by programs in the State*** for the current reporting year will correspond to the ***Total*** reported in Table (A)(1)-3a. If not, please explain the reason in the data notes.

Actuals: Number and percent of Children with High Needs in programs in top tiers of the TQRIS															
Type of Early Learning and Development Programs in the State	Baseline			Year One			Year Two			Year Three			Year Four		
	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
State-funded preschool	843	72	9%	843	500	59%	843	658	78%	976	976	100%	1,191	1,191	100%
<i>Specify:</i>	ECAP														
Early Head Start and Head Start ¹	2,209	227	12%	2,209	2,481	112%	2,209	2,613	118%	2,539	2,539	100%	2,020	2,020	100%
Programs funded by IDEA, Part C		12	10%	124	23	18%	205	68	33%	241	177	73%			
Programs funded by IDEA, Part B, section 619	1,556	0	0%	1,556	0	0%	1,659	177	11%	1,661	600	36%			
Programs funded under Title I of ESEA	835	0	0%	418	0	0%	501	0	0%	512	119	23%	597	113	19%
Programs receiving CCDF funds	9,806	446	5%	9,806	1,113	11%	9,806	1,927	20%	9,806	4,336	44%	12,415	6,869	55%
Other 1															
<i>Describe:</i>															
Other 2															
<i>Describe:</i>															

¹ Including Migrant and Tribal Head Start located in the State.

Performance Measure (B)(4)(c)(2) - Additional Other rows

Actuals: Number and percent of Children with High Needs in programs in top tiers of the TQRIS

Type of Early Learning and Development Programs in the State	Baseline			Year One			Year Two			Year Three			Year Four		
	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%	# of Children with High Needs served by programs in the State	#	%
Other 3															
<i>Describe:</i>															
Other 4															
<i>Describe:</i>															
Other 5															
<i>Describe:</i>															
Other 6															
<i>Describe:</i>															
Other 7															
<i>Describe:</i>															
Other 8															
<i>Describe:</i>															
Other 9															
<i>Describe:</i>															
Other 10															
<i>Describe:</i>															

Performance Measure (B)(4)(c)(2) Data Notes

Please indicate whether baseline data are actual or estimated; and describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

The TQRIS/Delaware Stars quality ratings assigned to participating programs are recorded in the Delaware Stars database. Data is reported out in the form of reports that group Stars programs by level. Delaware Stars quality assurance staff review data to ensure recording of quality rating is accurate based on the results of verifications and assessments conducted during the year. Monthly and quarterly reporting of the total number of programs participating in Stars by type and quality rating are produced and reviewed routinely, with progress tracked so that challenges can be identified and barriers to upward movement addressed, both at the system and individual program levels. Delaware Stars "top tiers of quality" include programs rated 3,4 and 5.

Head Start and Early Head Start data is from the respective HS/EHS grantee Program Information Report (PIRS) for the 2014-2015 period.

CCDF data was reported by the Delaware Health and Social Services.

ECAP/state funded preschool data is reported by DDOE. Cumulative number of children served in 2015 was 1191).

Part C is unavailable at the time of submission of report.

Performance Measure (B)(4)(c)(2) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

In Year Four, Delaware met the target performance measures in the following areas:

State Funded Preschool/ECAP: Target 100%; Actual 100%

Early Head Start and Head Start: Target 100%; Actual 100%

Programs funded by CCDF (participating in the Purchase of Care): Target 55%: Actual 55%

We did not meet our target for Part B children to be served in top tier programs. Goal was to have 50% of the children served and Delaware only served 20%. Recruitment efforts will be increased to have children in Part B served in top tier programs.

With regard to the programs funded by CCDF, the financial incentive was effective in attracting more early learning programs in the Stars/QRIS with more than 6,000 high needs children enrolled in a top tier program of the QRIS.

Validating the effectiveness of the State TQRIS (Section B(5) of Application).

Describe progress made during the reporting year in validating the effectiveness of the TQRIS during the reporting year, including the State's strategies for determining whether TQRIS tiers accurately reflect differential levels of program quality and assessing the extent to which changes in ratings are related to progress in children's learning, development, and school readiness. Describe the State's strategies to ensure that measurable progress will be made by the end of the grant period.

In preparation for the evaluation of the TQRIS/Delaware Stars as proposed in the ELC application, the Delaware Office of Early Learning sought extensive input from all key stakeholders for the TQRIS, including elected and

appointed officials, policy makers, community foundations, business leaders, advocates, technical assistance and professional development leaders and early childhood programs providers to clarify and prioritize the state's evaluation questions. This information was used to develop a request for proposals which attracted several applications. A rigorous review process which included key stakeholders resulted in the identification of RAND as Delaware's TQRIS evaluation partner.

In Year Four, RAND completed an evaluation report of Year Two activities. The report included components designed to inform and support the larger evaluation. Key findings included:

- The overall participation rate among licensed family child care (FCC) providers and centers increased from 36 to 39 percent, with centers reaching a 73 percent participation rate.
- More providers moved to higher rating tiers, with 45 percent of providers at the top two tiers (Star 4 or Star 5). Among children enrolled in Delaware Stars providers, 62 percent were in Star 4 or Star 5 programs.
- About one in three Delaware Stars providers were participating in Stars Plus, which provides more-intensive supports for quality improvement.
- Programs transition most rapidly out of Starting with Stars to Star 2 and from Star 3 to Star 4.
- Financial incentives totaling \$15.3 million were paid to providers or staff between October 2013 and September 2014, with the largest component for tiered reimbursement to providers serving children with Purchase of Care child care subsidies.
- The highest share of providers participating in a financial incentive during the year was for Quality Improvement Grants (55 percent of programs).
- Centers received, on average, about \$45,000 in financial incentives, compared with approximately \$3,000 for small FCCs and \$8,000 for large FCCs.
- Participation in financial incentives and the amount received did vary significantly by provider type, but these figures not vary significantly by county of location.
- On average, during the 2013 -2014, year Delaware Stars providers received 27 technical assistance on-site visits, averaging 103 minutes in duration and totaling 41 hours per year.
- Technical assistance visits and annual hours were lower for Starting with Stars programs, as expected. The number of visits and annual hours peaked at the Star 3 level.
- Technical assistance was slightly higher for centers than FCCs. As intended, visits and annual hours were considerably higher for Stars Plus programs.
- Continuing the significant efforts underway to recruit small and large FCCs into Delaware Stars is important, and will ensure a balanced representation of providers in Delaware Stars.
- The use of targeted Technical Assistance and other recently adopted enhancements to the Stars program will help ensure that Star 4 and Star 5 programs are meeting standards in critical areas the use of developmental screening and curriculum-based assessment tools, and the use of a comprehensive curriculum.

Recommendations include:

- Integrate all information in the Delaware Stars database, where possible.
- If separate data systems are maintained by different entities, always use the Office of Child Care Licensing license number to identify providers and facilitate matching across databases.

- Record the date of all actions in a consistent way, such as changes in Delaware Stars ratings, the payment of financial incentives, and delivery of technical assistance.
- Clearly define the type of technical assistance provided (e.g., coaching, professional development, consultation).
- Define enrollment and capacity and refresh enrollment figures for all licensed programs on a periodic basis.
- Identify key status variables (e.g., Head Start status, accreditation, school-age-only providers), and ensure that those indicators are routinely updated in the central Delaware Stars database and are as accurate as possible.
- Establish clearer lines of authority for refreshing and reviewing data in the Delaware Stars database.

The pdf of the report summary and full report are available for free from RAND's website at:

http://www.rand.org/pubs/research_reports/RR1026.html

The final RAND Evaluation report is scheduled to be complete and published in summer 2016. The RAND Evaluation of Delaware Stars will assess: 1) the extent to which rating tiers reflect relevant differences in the quality of home and center based programs, and 2) whether the system is operating effectively in terms of technical assistance, financial supports, and other features. Delaware is committed to using the RAND validation study to improve the quality and efficacy of the TQRIS. Many of the RAND recommendations highlight the need for Delaware to have an integrated Early Childhood data system. Delaware submitted an application for, but was not awarded, the State Longitudinal Data System grant. In spite of not receiving this award, Delaware recognizes the limitations of the current data systems and is both working across agencies and across sectors to work toward a more integrated data system or systems, and determining other funding sources to create a unified data system. Delaware Stars remains an important driver of quality in Delaware child care. Stakeholders (Office of Early Learning, Delaware Stars, Delaware Institute for Excellence in Early Childhood) are optimistic that the RAND findings will highlight the many successful structures Delaware Stars has in place, and make actionable suggestions for TQRIS revisions.

Focused Investment Areas -- Sections (C), (D), and (E)

Select the Focused Investment Areas addressed in your RTT-ELC State Plan:

- ☒ (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- ☐ (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- ☒ (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- ☐ (C)(4) Engaging and supporting families.
- ☒ (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- ☒ (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.
- ☒ (E)(1) Understanding the status of children's learning and development at kindergarten entry.
- ☐ (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

Grantee should complete only those sections that correspond with the focused investment areas outlined in the grantee's RTT-ELC application and State Plan.

Promoting Early Learning Outcomes

Early Learning and Development Standards (Section C(1) of Application)

The State has made progress in ensuring that its Early Learning and Development Standards (check all that apply):

- ☒ Are developmentally, culturally, and linguistically appropriate across each defined age group of infants, toddlers, and preschoolers;
- ☒ Cover all Essential Domains of School Readiness;
- ☒ Are aligned with the State's K-3 academic standards; and
- ☒ Are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities.

Describe the progress made in the reporting year, including supports that are in place to promote the understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs. Please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

In October of 2015 Delaware began the process of revising the Early Learning and Development Standards for ages birth to five, now as Early Learning Foundations in Delaware. Draft standards include: Approaches to Play and Learning, Social and Emotional Development, Communication, Language and Literacy, Mathematics, Science, Cognition and Knowledge About My World, and Creative Expression. In addition, OEL and DDOE will add Social and Emotional Development and Approaches to Play and Learning standards to the existing academic standards in kindergarten, first grade, and second grade. The revisions are scheduled to be complete by late fall 2016.

This work will include:

- national literature review
- advisory committee review and input
- focus groups for affinity group feedback
- expert review

While most states have moved towards having early learning standards for children age birth to five, not all states have aligned these standards to their K-12 standards. Of the 41 states with comprehensive early learning standards, 29 of them are currently aligned to the Common Core State Standards (CCSS) for early grades, which notably only include math and literacy. An additional six states are in the process of aligning their standards to the CCSS for early grades (2014 State of Preschool). While efforts towards alignment of existing K-12 standards is positive, the existing absence of all critical domains of development within the CCSS, poses concern for the abundance of research that highlights the importance of a focus on child development for children from birth through age 8. Delaware is bridging this divide, and developing wrap around standards for non-academic development.

Delaware Stars programs are implementing the current Early Learning Foundations as part of their activities, required through licensing regulations, and Stars 4 and 5 programs implement the standards through their comprehensive curriculum. The addition of K, 1st, and 2nd grade standards for non-academic development will support further birth - 2nd grade alignment.

Comprehensive Assessment Systems (Section C(2) of Application)

The State has made progress in implementing a developmentally appropriate Comprehensive Assessment System working with Early Learning and Development Programs to (check all that apply):

- ☒ Select assessment instruments and approaches that are appropriate for the target populations and purposes;
- ☒ Strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems;
- ☒ Articulate an approach for aligning and integrating assessments and sharing assessment results; and
- ☒ Train Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services.

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in these areas by the end of the grant period.

In Year Four, there were 497 child care programs with 1844 unique users utilized the Teaching Strategies Gold online formative assessment with children ages birth to 5 years. While programs may select other child assessment instruments, Early Learning Challenge grant funds have been used to provide training and technical assistance in this instrument, and to support providers using data to inform instructional decision making. Across the state, programs send one administrator and one teacher from each of their age-level classrooms to a training on Teaching Strategies GOLD, and are then offered free access to the online platform. In Year Four an inter-rater reliability process was developed. This process asks teachers to take the Teaching Strategies Gold online inter-rater reliability test every three years in order to maintain the accurate use of the tool, ensure the collection of reliable data, and to inform needs within the early learning delivery system. A total of 743 teachers participated in the inter-rater reliability test in this year. The number of teachers passing the test was 213. The Office of Early Learning is addressing this with Teaching Strategies GOLD and determining additional training and professional development needs and how best to proceed with reliability testing.

The Delaware Institute for Excellence in Early Childhood also completed a Curriculum and Assessment pilot program in Year Four. Thirty programs participating in Delaware Stars were selected through a competitive application process and received a multi-pronged professional development program including: training, coaching, a community of practice, and resources to support the successful use of Teaching Strategies GOLD. The participants in the pilot reported that intensive supports (training, technical assistance, communities of practice) were instrumental in programs and providers gaining the skills necessary to effectively use a comprehensive formative assessment. Participants reported on-site technical assistance to be the most helpful form of professional development, closely followed by training. Community of practice and resources were reported to be the less helpful. Other findings include: the need for dedicated time out of the classroom to plan and assess, the need for both technology hardware (laptops, tablets, etc) and wi-fi access, preliminary information and training on the purpose of formative assessment, and intense orientation to the assessment tool, including modifying high-level language for clarity and understating. The full report can be found here: <http://www.delawarestars.udel.edu/wp-content/uploads/2015/10/CA-Pilot-Evaluation-Report-Final-10-15-15.pdf>

During Year Four, Delaware continued to provide a three-part sequential professional development series on child assessment. The series is separated into two tracks, one for administrators and one for teachers, and offers 18 hours of training. Part one is an introduction to assessment, part two is publisher- specific focusing on Teaching Strategies Gold and part three focuses on data-driven decision making and the use of data by teachers to inform instruction for individual children. The multi part series was offered 26 times with 402 participants completing the three part series. Data were collected from DIEEC training rosters.

Formative assessment is a foundational component of high quality early learning settings and a tool to grow teacher practices and show child development and learning. Delaware's commitment of time and resources to

Teaching Strategies GOLD emphasizes the real investment in using data to drive programs and practices. The Office of Early Learning and partners will continue this investment in Year Five.

Health Promotion (Section C(3) of Application)

The State has made progress in (check all that apply):

- ☒ Establishing a progression of standards for ensuring children's health and safety;
- ☒ Ensuring that health and behavioral screening and follow-up occur; and
- ☒ Promoting children's physical, social, and emotional development across the levels of your TQRIS Program Standards;
- ☒ Increasing the number of Early Childhood Educators who are trained and supported in meeting the health standards;
- ☒ Promoting healthy eating habits, improving nutrition, expanding physical activity; and
- ☒ Leveraging existing resources to meet ambitious yet achievable annual targets.

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Delaware has long had in place all of the components listed above. Technical assistance in Health and Nutrition, funded through the Early Learning Challenge grant, continued to be available to Stars programs.

The following resources are available to Delaware's early childhood professionals via www.depdnow.com which offers free professional development modules that are self-paced and can be completed on the individual's own schedule. The DEPDNOW online platform has increased the State's training capacity to potentially serve all teachers at any time. This 24-hour platform provides real-time training, allowing teachers to participate in sessions as needed, rather than being limited to in-person training offerings. Childhood professionals who complete the modules will receive credit for both licensing and Delaware Stars. Currently the site offers the following modules to support health, safety, and nutrition, with an additional seven added in 2015:

- Preventing Obesity and Promoting Wellness in Early Childhood Settings
- Delaware/CACFP Regulations for Nutrition
- Active Bodies Build Active Minds

New in 2015:

- Building and Physical Premises Safety
- Prevention and Control of Infectious Disease, Asthma, and Allergies
- Infant Safe Sleep Practices for Child Care Providers
- Prevent Shaken Baby Syndrome for Child Care Providers
- Infant Feeding in Child Care
- Positive Behavior Management
- Observation and Assessment

A partnership with Nemours, Department of Education, Delaware institute for Excellence in Early Learning and the Office of Early Learning created this free online product. The project was also funded, in part, by the Early Learning Challenge grant. This online, quality assured professional development options fits the needs of busy early learning professionals and the website is optimized for smart phone use.

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Performance Measure (C)(3)(d)

In the table, provide data on leveraging existing resources to meet ambitious yet achievable statewide targets. Targets must be consistent with those in the State's application unless a change has been approved.

Performance Measure (C)(3)(d): Leveraging existing resources to meet ambitious yet achievable annual statewide targets.

Baseline and Annual Targets					
	Baseline	Year One	Year Two	Year Three	Year Four
Number of Children with High Needs screened	22,755	23,200	23,650	24,100	25,000
Number of Children with High Needs referred for services who received follow-up/treatment	3,980	5,000	5,100	5,200	5,400
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care	31,200	31,200	31,200	31,200	31,200
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care	27,650	27,650	0.8	0.83	0.87

Performance Measure (C)(3)(d): Leveraging existing resources to meet ambitious yet achievable annual statewide targets.

Actuals					
	Baseline	Year One	Year Two	Year Three	Year Four
Number of Children with High Needs screened	22,755	27,650	27,881	27,776	26,407
Number of Children with High Needs referred for services who received follow-up/treatment	3,980	4,841	4,962	5,070	5,478
Number of Children with High Needs who participate in ongoing health care as part of a schedule of well child care	31,200	31,200	40,765	40,593	39,669
Of these participating children, the number or percentage of children who are up-to-date in a schedule of well child care	27,650	0.78	0.78	0.77	0.76

Performance Measure (C)(3)(d) Data Notes

Please indicate if baseline data are actual or estimated; describe the methodology used to collect the data, including any error or data quality information; and please include any definitions you used that are not defined in the notice.

The baseline data represents estimates as stated in the notes for this chart in the application. Delaware, without an early childhood data system, is unable to derive the data above as anticipated in the application. The data above is from the Division of Health and Social Service.

The number of children with high needs screened is from the 2014 Annual EPSDT Participation Report for Delaware, number 9 (Total Eligibles Receiving at least One Initial or Periodic Screen). This is the most recent data available.

The number of children receiving follow-up services was calculated by looking at the total number of children birth to five years of age with an Individual Education Plan (IEP); 1729 children received an IEP and 3,749 children received an Individual Family Services Plans (IFSP) which includes children served through Part C and Part B (2001 children in 2015).

The number of children with high needs who participate in ongoing health care as part of a schedule of well child care is also from the 2014 Annual EPSDT Participation Report for Delaware, number 1a (Total individuals eligible for EPSDT). This is the most recent data available.

Of the participating children, the number of percentage of children who are up-to-date in a schedule of well child care, was derived from the total eligible children who should have received at least one initial or periodic screen (#8-34,746) from the Annual EPSDT Participation Report for Delaware divided by the total eligible children receiving at least one initial or periodic screen (#9-26,407). Equaling 76% participating children who are up to date in a schedule of well child care.

The percentages in the bottom row reflect the original application's estimate of 17,833 children with high needs who participated in ongoing health care as part of a schedule of well child and, of those, the number and percentage who are up to date in a schedule of well child care. These percentages reflect very ambitious targets.

Performance Measure (C)(3)(d) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

Delaware is one of the many states without an early childhood integrated data system (ECIDS). The baseline number of children screened (and the following year's number of children screened) come from the one source for data that captures the number of children (birth to age 5) who are eligible for and do receive at least one screen during the year, the Center for Medicare and Medicaid (CMS) 416 report, which captures Delaware's EPSDT (Early and Periodic Screening, Diagnosis and Treatment) data annually.

Other important data sources which capture the Early Learning Challenge-supported initiatives designed to support the use of best practice in young child developmental screening (i.e., using a standardized screening tool), only record and report the number of screenings (as opposed to the number of children screened). This fact is essential because it significantly limits our state's ability to report in accordance with federal reporting requirements in this section.

Important in indicating our state's success in advancing the use of standardized tools in young child development screening (i.e. best practice according to AAP) is that, in addition to the 26,407 receiving screening reflected in the CMS 416 EPSDT report, 9,451 child screens were completed and entered by health providers into the DPH PEDS portal, another 10,076 child screens were completed and put into

the online database by health practitioners at Nemours, a private partner in this effort (these do not not duplicate the DPH PEDS portal screen number) and another 1,379 ASQ-3SE screens completed by Delaware Stars programs. In addition, we know that children in Head Start and Early Head Start (totaling 2,020 in 2015) are not included in the Delaware Stars programs count.

A duplicated count of the number of young child development screens conducted using a standardized tool/best practice for 2015 is 47,313. This is a duplicated count due to children being screened in multiple agencies. At this time it is not possible to unduplicate this number due to programs all using separate data sources that do not connect. Delaware has made marked progress and has been very effective in using the Challenge funds to bolster and drive the use of a standardized tool/best practice to the benefit of our state's young children and their families.

Engaging and Supporting Families (Section C(4) of Application)

The State has made progress in (check all that apply):

- ☒ Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of your Program Standards;
- ☒ Including information on activities that enhance the capacity of families to support their children's education and development;
- ☒ Increasing the number and percentage of Early Childhood Educators trained and supported to implement the family engagement strategies; and
- ☒ Promoting family support and engagement statewide, including by leveraging other existing resources.

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Delaware did not, in its application, respond to Section C4. The state recognizes the importance of family engagement, both at the system and program levels. At the system level, the communications and marketing strategy centers on family outreach at local community events and gathering places (e.g. farmer's markets) to promote increased awareness of the importance of quality early learning for young children and the use of Delaware Stars as a guide for families seeking an early learning program. At the early learning program level, the Delaware Stars standards support the development of strong engagement with families of children enrolled and there are many opportunities in the offerings in professional development to support programs' work in this important area.

Early Childhood Education Workforce

Workforce Knowledge and Competency Framework and progression of credentials.

(Section D(1) of Application)

The State has made progress in developing (check all that apply):

- ☒ A common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes; and
- ☒ A common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework.

Describe the progress made during the reporting year, including progress in engaging postsecondary institutions and other professional development providers in aligning professional development opportunities with the State Workforce Knowledge and Competency Framework. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Delaware, in its Early Learning Challenge application, provided extensive evidence of how it developed and implemented its workforce knowledge and competency framework and progression of credentials which are core elements of the TQRIS/Delaware Stars. In Year Four, the primary strategy to promote and reward the framework was to increase the level at which providers became eligible for Compensation, Recruitment and Retention (CORE) Awards, moving from an entry level of 4 to 4.5 on the Career Lattice. The Office of Early Learning awarded a contract to a local managing partner (Delaware Association for the Education of Young Children, DAEYC). Through Year Four, DAEYC distributed a total of \$180,000 to more than 300 individuals. These financial incentives to early educators were awarded to those who advanced in their education or credentials and met standard criteria.

A total of 1124 early educators obtained specialized expertise credentials through the end of Year Four, with most credentials having both a higher education pathway and a portfolio pathway. The higher education pathway is met by passing higher education courses in specific content areas; the portfolio pathway is a combination of community based training and the submission of a portfolio with documentation of specific content and skills, along with writing samples and responses to content specific literature. The credential initiative is very successful and very popular with staff in the Delaware Stars early learning programs, as shown in the following data:

- Inclusion Credential - 222 have obtained this credential to date, with 206 from higher education coursework, 16 through the Portfolio Pathway;
- Infant/Toddler Credential - 225 have obtained this credential to date, with 216 from higher education coursework, 9 through the Portfolio Pathway;
- Pre-School Credential - 337 have obtained this credential to date, with 319 through higher education coursework and 18 through the Portfolio Pathway;
- Family Child Care Credential - 32 have obtained this credential to date, there is not higher education coursework for this Credential, and Portfolio Pathway is the only route available;
- Administration Credential - 258 obtained this credential to date, 252 through higher education coursework and 6 through the Portfolio Pathway;
- Curriculum and Assessment Credential - 50 have obtained this credential as of December 2015, and there is not a Portfolio Pathway, higher education coursework is the only route available.

Through these data, it is evident that the majority of providers are utilizing higher education to reach their Credential goals. While Delaware has been conscientious about providing alternative pathways to Credentials, this Early Learning Challenge Grant initiative shows that only 7% of the total number of Credentials awarded were through the Portfolio Pathway. These data are encouraging, and show the importance of eliminating barriers to higher education for early learning providers, and strengthening structures that make higher education attainable. Programs such as T.E.A.C.H. and CORE provide much needed financial support for those

providers investing their time and energy in early childhood higher education. Delaware will continue to invest in the knowledge and skills of its workforce through meaningful programs and pathways to higher education.

Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.
(Section D(2) of Application)

The State has made progress in improving the effectiveness and retention of Early Childhood Educators who work with Children with High Needs with the goal of improving child outcomes (check all that apply):

- ☒ Providing and expanding access to effective professional development opportunities that are aligned with your State's Workforce Knowledge and Competency Framework;
- ☒ Implementing policies and incentives that promote professional and career advancement along an articulated career pathway that is aligned to the Workforce Knowledge and Competency Framework, and that are designed to increase retention, including
 - ☒ Scholarships
 - ☒ Compensation and wage supplements,
 - ☒ Tiered reimbursement rates,
 - ☒ Other financial incentives
 - ☒ Management opportunities
- ☒ Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention
- ☒ Setting ambitious yet achievable targets for --
 - Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework; and
 - Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Delaware has multiple strategies in place in a number of the areas listed above and is making progress to continue and further the work through successful implementation of several key initiatives throughout Year Four including:

- Compensation, Retention and Education (CORE) awards. This initiative provided individual financial awards to more than 300 early educators totaling \$240,800. CORE awards are salary supplements for early childhood educators and are based on increased education or professional credentials and retention. (CORE data report)
- Early Learning Leadership Initiative (ELLI). Thirty individuals participated in the Director Credential using the McCormick online leadership curriculum (Aim4Excellence) and worked with a local leader from McCormick in communities of practice to enhance leadership knowledge and build skills, and of those, 20 were able to articulate this to 9 credit hours at Delaware Technical and Community College. (T.E.A.C.H. data report)
- Future early educators are able to take Technical Community College courses for credit in their high school

classroom. This Dual Enrollment initiative is working to develop and upscale a competent, career focused workforce, and to help these students transition successfully into a full time degree program or work and enroll in a part time degree program. In school year 2014-2015 69 students completed Dual Enrollment courses, with all three Vocational Technical High School teachers reporting positively to this activity. (Reporting from Vocational Technical High School teachers)

- High school students in Year Four continued to receive support for college entry exams. Delaware's early childhood high school students identified as being at risk for failing college entry exams are offered an online remedial program, funded through the Early Learning Challenge. This support is offered in conjunction with Dual Enrollment. (reporting from Vocational Technical High School teachers)
- There were 210 T.E.A.C.H. contracts executed in 2015. This included 125 participants working toward AA, 51 working toward BA, 30 enrolled in Aim4Excellence, and 4 working toward CDA. In 2015 there were 19 graduates - 8 AA, 9 BA, and 2 CDA. (T.E.A.C.H. data report)
- In order to support 21st Century Learners, Delaware invested in a Moodle based online learning platform called DEPDNow! This Year Four effort joined Nemours, the Office of Child Care Licensing, the Office of Early Learning, the Delaware Institute for Excellence in Early Childhood, and the Child and Adult Care Food Program to work with the Brighton Training Group on the development of the website and to populate the site with high quality content. This new effort led to 3709 registered users completing 1968 trainings in this initial year. (DEPDNow! Dashboard reports).
- The Office of Early Learning and the Delaware Department of Education facilitated the December, 2015 Great Starts Delaware P-K-1st Stronger Together Conference. Pre-K, Kindergarten, and first grade teachers, support staff and administrators were invited to gather as a professional team to learn strategies and tools to help students ages three to eight learn. Of the 209 attendees, 92% "agreed" or "strongly agreed" that the day was a successful learning event. The conference was planned around content supportive of Early Learning Challenge grant goals such as: Birth to five systems alignment with K-12 systems and supporting a continuum of learning (including social and emotional learning, and approaches to play and learning) from birth to eight.
- In 2015 Delaware Association for the Education of Young Children and the Delaware Head Start Association hosted the annual Making a Difference Conference. This learning event had 376 attendees Friday and 262 attendees Saturday with 83 workshops across the two days. Content was varied and relevant, with content supporting Early Learning Challenge content such as: how to use Teaching Strategies GOLD, the purpose and use of screening tools. Conferences help round out the scope of professional development offered to early learning providers in Delaware, and remain an important and popular component in the professional development system.
- Year Four saw the initiation of an updated Workforce Survey. There is a continuous need to have relevant, current information about the successes and challenges practitioners are experiencing. In previous Workforce Studies, data was not collected on the practitioner's program Star level, and unclear data relating to workforce turnover was collected. This updated survey attempts to gather this important information to use in structural supports and program development. This survey and analysis will be completed in Year Five.
- In order to address new and ongoing professional development needs in the early learning field, Delaware executed a contract with Stacie Goffin to facilitate the development of a cohesive, action oriented Professional Development plan. This Year Four activity will continue throughout Year Five, and will concentrate on a whole-system approach, engaging stakeholders in both solving urgent professional development problems and in creating a three year vision for early learning professional development reform.

Delaware's professional development offerings show the diverse and holistic structures and systems in place to provide meaningful and relevant professional development to a expansive field. Delaware is proud of many things in the professional development system, and remains forward-looking and dedicated to reforms that will meet the needs of the existing workforce, educate the incoming workforce, and push the field toward more consistent use of best practices.

Performance Measures (D)(2)(d)(1):

In the tables below, indicate State progress toward meeting ambitious yet achievable targets for: Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework.

Performance Measure (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework.

Baseline and Annual Targets					
	Baseline	Year One	Year Two	Year Three	Year Four
Total number of "aligned" institutions and providers	5	5	5	5	5
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider	7,798	7,798	7,798	7,798	7,798

Performance Measure (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework.

Actuals					
	Baseline	Year One	Year Two	Year Three	Year Four
Total number of "aligned" institutions and providers	5	5	5	5	5
Total number of Early Childhood Educators credentialed by an "aligned" institution or provider	7,798	7,798	7,798	7,798	7,798

Performance Measure (D)(2)(d)(1) Data Notes

The 5 "aligned" institutions and providers are the authorized entities to offer coursework that leads to the Early Childhood Teacher and Early Childhood Assistant Teacher credentials including: Vocational High School Early Childhood Programs (4 vocational high schools), Vocational High School Adult Education Programs (4 vocational high schools), Comprehensive High School Early Childhood Career Tracks (14 comprehensive high schools), Delaware Technical and Community College Corporate and Community Programs (3 Campuses), and the Delaware Institute for Excellence in Early Childhood (Statewide program).

The Delaware Department of Education tracks and reports data on number of early educators obtaining specialized expertise credentials and those qualified for positions in licensed early care and school age centers. This data is provided by the Delaware Department of Education which is the qualifying entity for these credentials and maintains the database for such credentials. The denominator used, 7,789, is the number of individuals qualified by DDOE to work in licensed early care and education programs and school-age centers. This number was in the original Race to the Top

application and is the most accurate information available at this time.

Performance Measure (D)(2)(d)(1) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

None.

Performance Measures (D)(2)(d)(2):

In the tables below, indicate State progress toward meeting ambitious yet achievable targets for: Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Performance Measure (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Baseline and Annual Targets										
Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline		Year One		Year Two		Year Three		Year Four	
<Select Progression>	#	%	#	%	#	%	#	%	#	%
Credential Type 1	0	0%	5	0.06%	30	0.4%	45	0.6%	55	0.7%
<i>Specify:</i>	Inclusion									
Credential Type 2	0	0%	0	0%	20	0.2%	35	0.4%	45	0.6%
<i>Specify:</i>	Infant/Toddler									
Credential Type 3	0	0%	0	0%	20	0.2%	35	0.4%	45	0.6%
<i>Specify:</i>	Pre-school									
Credential Type 4	0	0%	0	0%	20	0.2%	35	0.4%	45	0.6%
<i>Specify:</i>	Family Child Care									
Credential Type 5	0	0%	0	0%	45	0.6%	65	0.8%	70	0.8%
<i>Specify:</i>	Administration									
Credential Type 6										
<i>Specify:</i>										
Credential Type 7										
<i>Specify:</i>										
Credential Type 8										
<i>Specify:</i>										
Credential Type 9										
<i>Specify:</i>										
Credential Type 10										
<i>Specify:</i>										
Credential Type 11										
<i>Specify:</i>										
Credential Type 12										
<i>Specify:</i>										
Credential Type 13										
<i>Specify:</i>										

Performance Measure (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Actuals

Progression of credentials (Aligned to Workforce Knowledge and Competency Framework)	<i>Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>									
	Baseline		Year One		Year Two		Year Three		Year Four	
<Select Progression>	#	%	#	%	#	%	#	%	#	%
Credential Type 1	0	0%	6	0.07%	149	1.9%	193	2.4%	222	2.8%
<i>Specify:</i>	Inclusion									
Credential Type 2	0	0%	0	0%	143	1.8%	204	2.5%	225	2.8%
<i>Specify:</i>	Infant/Toddler									
Credential Type 3	0	0%	1	0%	218	2.8%	297	3.7%	337	4.3%
<i>Specify:</i>	Pre-school									
Credential Type 4	0	0%			25	0.3%	36	0.4%	32	4%
<i>Specify:</i>	Family Child Care									
Credential Type 5	0	0%	7	0.9%	74	0.9%	133	1.7%	258	3.3%
<i>Specify:</i>	Administration									
Credential Type 6										
<i>Specify:</i>										
Credential Type 7										
<i>Specify:</i>										
Credential Type 8										
<i>Specify:</i>										
Credential Type 9										
<i>Specify:</i>										
Credential Type 10										
<i>Specify:</i>										
Credential Type 11										
<i>Specify:</i>										
Credential Type 12										
<i>Specify:</i>										
Credential Type 13										
<i>Specify:</i>										

Performance Measure (D)(2)(d)(2) Data Notes

Please describe the methodology used to collect the data, including any error or data quality information.

The Delaware Department of Education tracks and reports data on number of early educators obtaining specialized expertise credentials and those qualified for positions in licensed early care and school age centers. This data is provided by the Delaware Department of Education which is the qualifying entity for these credentials and maintains the database for such credentials. The denominator used, 7,980, is the number of individuals qualified by DDOE in the original Race to the Top application.

The credentials were newly developed in 2012, so the baseline number of zero represents the status since no credentials existed prior to 2012.

Performance Measure (D)(2)(d)(2) Target Notes

For all targets that were not reached in the reporting year, please describe the State's strategies to ensure that measurable progress will be made in reaching the established targets by the end of the grant period.

All targets for this performance measure were exceeded for all of the credentials for Year Four.

Measuring Outcomes and Progress

Understanding the Status of Children's Learning and Development at Kindergarten Entry (Section E(1) of Application)

The State has made progress in developing a common, statewide Kindergarten Entry Assessment that (check all that apply):

- ☒ Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness;
- ☒ Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities;
- ☒ Is administered beginning no later than the start of the school year in the fourth year of the grant to children entering a public school kindergarten. States may propose a phased implementation plan that forms the basis for broader statewide implementation;
- ☒ Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws; and
- ☒ Is funded, in significant part, with Federal or State resources other than those available under this grant, (e.g., with funds available under section 6111 or 6112 of the ESEA).

Describe the domain coverage of the State's Kindergarten Entry Assessment, validity and reliability efforts regarding the Kindergarten Entry Assessment, and timing of the administration of the Kindergarten Entry Assessment.

The Delaware Early Learner Survey uses a customized version of Teaching Strategies GOLD, selected due to the instrument's validity and reliability and the focus on whole child observation and assessment. Per Delaware state law, the survey must be administered to participating Kindergarten students within the first 30 days of school, and must cover these domains: language and literacy development; cognition and general knowledge; approaches toward learning; physical well-being and motor development, and social and emotional development.

Describe the progress made during the reporting year. Please describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Delaware state law was passed in 2012, requiring phase-in of the Early Learner Survey in 2013 and 2014, with full implementation in 2015. As required by law, all districts and charter schools in Delaware were notified that they were expected to participate in implementation of the Early Learner Survey for the 2015 school year. The Office of Early Learning worked diligently in Year Four to build capacity in school districts by:

- identifying one Early Learner Survey liaison per school district
- providing training to Kindergarten teachers and administrators across the state on tool use and data collection
- executing a contract with a highly-skilled Kindergarten teacher to provide ongoing technical assistance and training to teachers throughout the assessment and data entry period, developing and holding three face to face trainings, one in each county, conducted by trained peer Kindergarten teachers
- developing an online tool-use training so kindergarten teachers or administrators have access to information on how to use the survey
- assigning a data person from OEL/DOE to manage data and technology issues.

Despite these efforts, a number of challenges occurred during the full rollout that hindered full participation and accurate data collection. Most significantly, the Teaching Strategies GOLD technology was not user-ready at the start of the school year. Incorrect classroom rosters were uploaded, children were duplicated in the roster, or previous year's rosters were uploaded. Secondly, the platform was intermittently unavailable, and the IT support was inadequate for the needs of Delaware's teachers. These technology problems led to a great deal of teacher frustration and loss of time and momentum. Coupled with the technology difficulties, Delaware's Office of Early Learning's lead associate assigned to the Early Learner Survey roll out resigned at the end of summer, right as the Survey was being deployed. While communication with school district liaisons occurred prior to the associate's departure, and OEL made every effort to address support to teachers and districts, the level of support available was insufficient for a smooth roll out. Third, teachers were asked to complete an online inter-rater reliability assessment developed by Teaching Strategies for the 2015 school year. Fourth, teachers reported that the inter-rater reliability assessment was extremely challenging to pass and time-consuming, and that there was no built-in support to help improve performance on the assessment. Fourth, teachers and administrators needed additional guidance regarding the inclusion of students with disabilities in the Survey, and which students would appropriately be exempted from participation. Fifth a notable number of schools had experienced significant administrative/support staff turnover that also contributed to non-completion of the Early Learner Survey. Finally, teachers were very disappointed that the monetary stipend provided in the prior two phase in years was not offered in 2015.

As a result of these challenges, Delaware was not able to fully meet the goal of 100% of kindergarten student participation within the first 30 school days. Surveys were administered to 7901 students out of 10114 students entered into the system, however, due to the technology issues, we do not know how many of those students were entered after the 30 day assessment window, how many may have severe disabilities and were not included in the survey process.

Despite these difficulties, teachers and administration continued to work with the Office of Early Learning on identifying ways to improve the process and remain engaged in feedback and conversation about using Teaching Strategies GOLD data. Reported reasons for teachers not completing data were primarily due to technology difficulties that persisted past the 30-day window, and lack of clarity about the protocol for data collection and entry past that window. By using both teacher feedback and knowledge of the shortcomings of the 2015 rollout, the completion rate, timing of data collection, and satisfaction with the Early Learner Survey should continue to grow.

Teaching Strategies, Inc. worked diligently to address the myriad of technology issues throughout the 2015 roll-out, and has a plan of action for ensuring the 2016 school year implementation is successful. The Office of Early Learning has addressed staff capacity and has begun having meetings with Kindergarten teachers and administrators across the state to gain additional input and address concerns. This input is being used to develop a robust strategy for the 2016 roll out. OEL is dedicated to providing highly responsive communications and professional development for Kindergarten teachers and school districts leading into and throughout the school year to ensure smooth and successful implementation of the Early Learner Survey in 2016.

Early Learning Data Systems (Section E(2) of Application)

The State has made progress in enhancing its existing Statewide Longitudinal Data System or building or enhancing a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System and that (check all that apply):

- ☐ Has all of the Essential Data Elements;
- ☐ Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;
- ☐ Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data;
- ☐ Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making; and
- ☐ Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

Describe the progress made during the reporting year, including the State's progress in building or enhancing a separate early learning data system that aligns with and is interoperable with the Statewide Longitudinal Data System and that meets the criteria described above. Describe the State's strategies to ensure that measurable progress will be made in this area by the end of the grant period.

Delaware did not, in its Early Learning Challenge Grant application, elect to respond to Section E. However, the state maintains interest in the development of an early childhood integrated data system for use by early educators on the front line to use child assessment findings to inform instruction, to inform program continuous quality improvement and to inform decision-making and policy-making at the state system level. Our state did apply for the SLDS grant in Year 4, however, we were not selected as one of the awardees. Some progress in this area has been made and is summarized here:

The framework for Delaware's Early Childhood Integrated Data System (ECIDS) was developed in Year Three.

Informed by the report by the team of experts provided through the Challenge TA, Delaware's Office of Early Learning applied for and obtained a \$1.5M grant from the Michael and Susan Dell Foundation to develop the framework for an early childhood integrated data system in Delaware, building upon the experience and expertise of the Delaware Department of Education in its successful work to build a K-12 statewide longitudinal data system (SLDS) under a U. S. DOE SLDS grant. The award brought valuable expertise from DoubleLine Partners and the Ed-Fi Alliance to inform the design and development work on the Delaware framework. This time-limited, accelerated project has been a success due to the strong partnerships and interdependent collaboration developed with the end users for this one year project.

Front line users (early educators and program administrators) were, as planned, the first to benefit. The **data dashboards for the Delaware Early Learner Survey (KEA)** and metrics were used by kindergarten teachers and school administrators in fall, 2014. The dashboards provide concise, easy to access and understand graphics that show the child assessment/survey results, making it easier and faster for the early educators/kindergarten teachers to use the assessment findings inform instruction at both the child and classroom levels. Teachers also report they are pleased that the dashboards allow them to identify areas in which K students may benefit from additional supports very early in the year, much sooner than would have been the case without the use of the survey tool and dashboard. As a result, support services can be arranged much sooner, enabling the children to develop to their fullest potential during the kindergarten year.

The **child assessment data dashboards for the birth - 5** early educators and administrators were developed

with early educators and program administrators and were piloted early Year Four. Where data sharing agreements were in place, for instance for the state's purchase of care payment system, child-specific data became available for analysis and business reporting purposes through this project, named **ELI (Early Learning Insight)**.

Early childhood data governance is in place with a data policy committee and data management committee established and functioning.

The time-limited project to develop the ECIDS framework ended early in Year Four. State planning for Phase II of the ECIDS/ELI is underway, with consideration being given by stakeholders on what the best next steps in system development may be most valued by users, which are anticipated to include programs and policy and decision-makers at the state level.

The new Purchase of Care state subsidy data system was launched in late fall 2015. This system supports administration and payment of early learning program providers serving children with the subsidy. The new system is now being used to process Purchase of Care and tiered reimbursement payments. Although there have been some technology challenges identified during the full roll out, the system provides much more flexibility and reporting capacity on both the user and administrator end.

Data Tables

Commitment to early learning and development.

In the tables that follow, provide updated data on the State's commitment to early learning and development as demonstrated in Section A(1) of the State's RTT-ELC application. Tables A(1) -1 through 3 should be updated with current data. Tables 4 and 5 should provide data for the reporting year as well as previous years of the grant. Tables 6 and 7 may be updated only where significant changes have occurred (if no changes have occurred, you should note that fact).

Table (A)(1)-1: Children from Low-Income¹ families, by age

	Number of children from Low-Income families in the State	Children from Low-Income families as a percentage of all children in the State
Infants under age 1	6,395	9%
Toddlers ages 1 through 2	6,395	9%
Preschoolers ages 3 to kindergarten entry	12,499	18%
Total number of children, birth to kindergarten entry, from low-income families	29,069	43%

¹ Low-Income is defined as having an income of up to 200% of the Federal poverty rate.

Data Table A(1)-1 Data Notes

Enter text here to indicate data source and clarify or explain any of these data if needed.

Data for this table was obtained from the Delaware Population Consortium, Population Projection Series, November 5, 2015 (most up to date available at time of this report submittal)-Estimated/projected population under the age of 6 in Delaware 2015; 67,604.

National Center for Childhood Poverty (NCCP) Delaware Profile 2013 projected population for low income children is 43%. To calculate the total number of children from low income families, the NCCP projection of 43% was applied to the estimated projected population (67,604). To identify the number of children by age bracket, the NCCP Delaware Profile 2013 percentage identified for preschoolers (43%) was applied to the total number of children from low income families (29,069). To identify the number of children under the age 2, the NCCP Delaware Profile 2013 (44%) was applied to the total number of low income children (29,069) and then divided by half.

The percentage of infants under the age of 1 was calculated using the number of of children from low-income families and the estimated/projected population (67,604). Toddlers ages 1 through 2 was calculated using the number of low income toddlers and the estimated/projected population. Preschoolers ages 3 to kindergarten entry was calculated the same way.

Table (A)(1)-2: Special populations of Children with High Needs

The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs.

Special populations: Children who	Number of children (from birth to kindergarten entry) in the State who...	Percentage of children (from birth to kindergarten entry) in the State who...
Have disabilities or developmental delays ¹	5,750	8%
Are English learners ²	6,760	10%
Reside on "Indian Lands"	0	0%
Are migrant ³	135	0.2%
Are homeless ⁴	1,352	2%
Are in foster care	215	0.3%
Other 1 as identified by the State		
<i>Describe:</i>		
Other 2 as identified by the State		
<i>Describe:</i>		

¹For purposes of this Annual Performance Report, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

²For purposes of this Annual Performance Report, children who are English learners are children birth through kindergarten entry who have home languages other than English.

³For purposes of this Annual Performance Report, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).

⁴The term "homeless children" has the meaning given the term "homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

Data Table A(1)-2 Data Notes

Enter text here to indicate data source and clarify or explain any of these data if needed.

Children with disabilities or developmental delays = 2015 Delaware children Part B (2001) + Part C (3749)

English Learners, Migrant and Homeless children are estimated using the same % of the total population as reported in the 2011 ELL application (best available information), basing the % on the total population of children under the age of 6 in Delaware (67,604) as drawn from the Delaware Population Consortium's November 5, 2015 populations projections (most recent available) for 2015.

Foster Care-figure drawn from the Kids Count Delaware 2015 report (654 children) with % applied (33%) to estimate the foster care population under age 6 in Delaware using guideline based on experience of age distribution in foster care.

There are no "Indian Lands" in Delaware.

Table (A)(1)-3a: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age

Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.

Number of Children with High Needs participating in each type of Early Learning and Development Program, by age				
Type of Early Learning and Development Program	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
State-funded preschool			1,191	1,191
Specify:				
Data Source and Year:	DDOE ELDR Unit Eschool, 2013			
Early Head Start and Head Start ¹	157	263	2,174	2,594
Data Source and Year:	EHS/HS Grantee 2013-14 PIR reports			
Programs and services funded by IDEA Part C and Part B, section 619				
Data Source and Year:				
Programs funded under Title I of ESEA			597	597
Data Source and Year:	DDOE 2013-14 LEA-operated Program Title I funded program survey, 2013-14			
Programs receiving funds from the State's CCDF program	1,863	4,842	5,710	12,415
Data Source and Year:	Div of Social Services, De Dept. of Health and Social Services, CCMIS, 2014			
Other 1				
Specify:				
Data Source and Year:				
Other 2				
Specify:				
Data Source and Year:				
Other 3				
Specify:				
Data Source and Year:				
Other 4				
Specify:				
Data Source and Year:				
Other 5				
Specify:				
Data Source and Year:				
Other 6				
Specify:				
Data Source and Year:				

Table (A)(1)-3a - Additional Other rows

	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
Type of Early Learning and Development Program	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total
Other 7				
Specify:				
Data Source and Year:				
Other 8				
Specify:				
Data Source and Year:				
¹ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.				

Data Table A(1)-3a Data Notes

Enter text here to clarify or explain any of these data if needed.

Data for Early Head Start and Head Start came from the 2015 Program Information Report (PIR) Enrollment Statistics.

Data for the CCDF funds came from the Delaware Division of Health and Social Services.

Table (A)(1)-3b: Participation of Children in Early Learning and Development Programs in the State, by Race/Ethnicity

Note: Totals are not included in this table since some children participate in multiple Early Learning and Development programs.

Number of Children							
Type of Early Learning and Development Program	Number of Hispanic Children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
State-funded preschool	331	1	21	408	561	82	195
Specify:	ECAP						
Early Head Start and Head Start ¹	842	1	24	1,191	3	209	324
Early Learning and Development Programs funded by IDEA, Part C							
Early Learning and Development Programs funded by IDEA, Part B, section 619	269	8	63	503	2	59	1,097
Early Learning and Development Programs funded under Title I of ESEA							
Early Learning and Development Programs receiving funds from the State's CCDF program	1,490	13	62	7,573	8	124	3,104
Other 1							
Describe:							
Other 2							
Describe:							
¹ Including Migrant and Tribal Head Start located in the State.							

Table (A)(1)-3b - Additional Other rows

Number of Children							
Type of Early Learning and Development Program	Number of Hispanic Children	Number of Non-Hispanic American Indian or Alaska Native Children	Number of Non-Hispanic Asian Children	Number of Non-Hispanic Black or African American	Number of Non-Hispanic Native Hawaiian or Other Pacific Islander Children	Number of Non-Hispanic Children of Two or more races	Number of Non-Hispanic White Children
Other 3							
<i>Describe:</i>							
Other 4							
<i>Describe:</i>							
Other 5							
<i>Describe:</i>							
Other 6							
<i>Describe:</i>							
Other 7							
<i>Describe:</i>							
Other 8							
<i>Describe:</i>							

Data Table A(1)-3b Data Notes

Enter text here to indicate data source and clarify or explain any of these data if needed.

The data for ECAP, Head Start and Early Head Start is from the programs' PIR for program year 2015.

Data for Part B was derived from DOE.

Title 1 data was not available.

CCDF breakdown for race/ethnicity was not available at the time of the report. The percentages were concluded using last years total number of children and the number for each ethnicity. The percentages were applied to this years

Table (A)(1)-4: Data on funding for Early Learning and Development.

Note: For States that have a biennial State budget, please complete for all fiscal years for which State funds have been appropriated. We are not asking for forecasting, but for actual allocations. Therefore, States that do not have biennial budgets need not complete for years for which appropriations do not yet exist.

Funding for each Fiscal Year					
Type of investment	Baseline	Year One	Year Two	Year Three	Year Four
Supplemental State spending on Early Head Start and Head Start¹	0	0	0	0	0
State-funded preschool	\$5,727,800	\$5,727,800	\$5,727,800	\$6,149,300	\$6,149,300
<i>Specify:</i>	ECAP Programs				
State contributions to IDEA Part C	\$2,858,900	\$2,858,900	\$3,523,000	\$3,534,600	\$3,534,600
State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry	\$6,569,215	\$7,380,699	\$7,774,000	\$7,774,000	\$8,872,000
Total State contributions to CCDF²	\$10,629,400	\$24,629,400	\$38,490,800	\$34,690,800	\$33,190,800
State match to CCDF Exceeded / Met / Not Met	Met	Met	Met	Met	Met
<i>If exceeded, indicate amount by which match was exceeded</i>					
TANF spending on Early Learning and Development Programs³	\$350,000	\$400,000	\$400,000	\$400,000	\$400,000
Other State contributions 1	\$1,121,600	\$1,121,600	\$1,121,600	\$1,121,600	\$1,121,600
<i>Specify:</i>	Parents As Teachers				
Other State contributions 2	\$465,765	\$248,039	\$239,275	\$230,344	\$1,300,000
<i>Specify:</i>	Nurse-Family Partnership				
Other State contributions 3	\$22,000,000	\$22,000,000	\$22,000,000	\$22,000,000	\$25,600,000
<i>Specify:</i>	\$12 m increase POC funding rates to 65% of market rate + \$.50 for all programs, \$7 m additional				
Other State contributions 4					
<i>Specify:</i>					
Other State contributions 5					
<i>Specify:</i>					
Other State contributions 6					
<i>Specify:</i>					

Table (A)(1)-4 - Additional Other rows

Funding for each Fiscal Year

Type of investment	Baseline	Year One	Year Two	Year Three	Year Four
Other State contributions 7					
<i>Specify:</i>					
Other State contributions 8					
<i>Specify:</i>					
Total State contributions:	\$49,722,680	\$64,366,438	\$79,276,475	\$75,900,644	\$80,168,300

¹ Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

² Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

³ Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

Data Table A(1)-4 Data Notes

Enter text here to indicate data source and clarify or explain any of these data, including the State's fiscal year end date.

The state fiscal year runs 07/01/15-06/30/16.

The state budget for \$22M was increased \$3.6M to cover costs associated with tiered reimbursements.

Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State

Note: Totals are not included in this table since some children participate in multiple Early Learning and Development programs. However, the current year should match the program totals reported in Table (A)(1)-3a.

Total number of Children with High Needs participating in each type of Early Learning and Development Program ¹					
Type of Early Learning and Development Program	Baseline	Year One	Year Two	Year Three	Year Four
State-funded preschool (annual census count; e.g., October 1 count)	843	843	843	976	1,191
Specify:	DDOE reported data/eschool database, 2014 is the first year in which a cumulative				
Early Head Start and Head Start ² (funded enrollment)	2,209	2,209	2,209	2,539	2,020
Programs and services funded by IDEA Part C and Part B, section 619 (annual December 1 count)	3,980	4,841	4,962	5,070	5,750
Programs funded under Title I of ESEA (total number of children who receive Title I services annually, as reported in the Consolidated State Performance Report)	418	469	501	512	597
Programs receiving CCDF funds (average monthly served)		4,058	5,698	6,113	12,415
Other 1					
Describe:					
Other 2					
Describe:					
Other 3					
Describe:					
Other 4					
Describe:					
Other 5					
Describe:					
Other 6					
Describe:					
Other 7					
Describe:					
Other 8					
Describe:					

¹ Include all Children with High Needs served with both Federal dollars and State supplemental dollars.

² Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

Data Table A(1)-5 Data Notes

Enter text here to indicate data source and clarify or explain any of these data if needed. Include current year if data are available.

State funded preschool/ECAP, Title I and Part B/619 data was provided by DDOE/ELDR
Part C data was provided by DMSS/DHSS
EHS and HS data was compiled from the 2014-15 PIRs of the four grantees in Delaware
CCDF/POC data was contributed by DSS/DHSS.

Table (A)(1)-6: Current status of the State's Early Learning and Development Standards

Please place an "X" in the boxes to indicate where the State's Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness.

Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X

Data Table A(1)-6 Notes

Enter text to explain or clarify information as needed.

Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State.

Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.

Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
State-funded preschool	X	X		X	
<i>Specify:</i>					
Early Head Start and Head Start¹	X	X		X	
Programs funded by IDEA, Part C	X	X			
Programs funded by IDEA, Part B, section 619	X	X			
Programs funded under Title I of ESEA					
Programs receiving CCDF funds					
Current Quality Rating and Improvement System requirements (Specify by tier)					
Tier 1					
Tier 2					
Tier 3			X		
Tier 4	X	X	X		
Tier 5	X	X	X		
State licensing requirements					
Other 1					
<i>Describe:</i>					
Other 2					
<i>Describe:</i>					
Other 3					
<i>Describe:</i>					
Other 4					
<i>Describe:</i>					
Other 5					
<i>Describe:</i>					
¹ Including Migrant and Tribal Head Start located in the State.					

Table (A)(1)-7 - Additional Other rows					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
Other 6					
<i>Describe:</i>					
Other 7					
<i>Describe:</i>					
Other 8					
<i>Describe:</i>					

Data Table A(1)-7 Notes
 Enter text here to clarify or explain any of the data if needed.

Budget and Expenditures

Budget Summary Table Narrative

Please provide a brief explanation of any discrepancies between the State's approved budget and its total expenditures for the reporting year.

Overall, a nominal amount of funds were unspent in Year Four due to savings related to contractors completing their contract work early or under budget. Our office also experienced significant staff turnover which caused some slow-down in some of our contracts across our projects. Therefore, some of the contracts needed to be extended into our no-cost extension period.

Budget Summary Table Explanation of Changes

Please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Delaware does not plan substantive changes to the Early Learning Challenge budget in the upcoming year.

Project Budget 1

Project Name: Outreach to Promote Early Screening and Referral

Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

There is no discrepancy between the State's approved budget and expenditures in Year Four.

Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Delaware does not plan substantive changes to the Early Learning Challenge budget in the upcoming year.

Project Budget 2

Project Name: Strengthen Young Child Mental Health Services

Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

There is no discrepancy between the State's approved budget and expenditures in Year Four.

Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Delaware does not plan substantive changes to the Early Learning Challenge budget in the upcoming year.

Project Budget 3

Project Name: Financial Incentive Program for Quality Improvement

Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

The State of Delaware implemented a new purchase of care system in the fall of 2015, which also calculates the tiered reimbursement payments. With this new POC system, we are now able to speed up our tiered reimbursement payments to our providers. Therefore, we are able to capture December's payment in our APR, which why our expenditures are higher than we had initially budgeted.

Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Delaware does plan on substantive changes to the Early Learning Challenge budget in the upcoming year in which any savings across our projects are being directed towards tiered reimbursement.

Project Budget 4

Project Name: Infrastructure Fund

Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

There is no discrepancy between the State's approved budget and expenditures in Year Four.

Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Delaware does not plan substantive changes to the Early Learning Challenge budget in the upcoming year.

Project Budget 5

Project Name: Technical Assistance and Stars PLUS

Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

The University of Delaware Stars program expended less than approved budget during Year Four. One of the main drivers for this deficit is staffing turnover within the Institute and within their third party contractors. The Institute and its contractors have been reluctant to fill positions this late in the Challenge grant. Our office is hopeful that this will stabilize once we are successfully able to secure a long-term financial contribution within our state budget.

Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Delaware does plan on substantive changes to the Early Learning Challenge budget in the upcoming year. In our no-cost extension last year, we inadvertently budgeted ELC funds for the entire calendar year instead of six months. Therefore, our budget for this project will be reduced by one half.

Project Budget 6

Project Name: Nutrition and Healthy Living

Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

As stated earlier, our office experienced some significant staff turnover in Year Four. Through this, some of our anticipated online trainings and coursework development ended up being delayed. Therefore, some of anticipated expenditures for Year Four are being deferred into Year Five.

Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Delaware does plan on substantive changes to the Early Learning Challenge budget in the upcoming year. As stated earlier, our office experienced some significant staff turnover in Year Four. Through this, some of our anticipated online trainings and coursework development ended up being delayed. Therefore, some of anticipated expenditures for Year 4 are being deferred into Year Five.

Project Budget 7

Project Name: Comprehensive Screening

Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

Outlay of expenditures for developmental screening continues to be higher than expected due to the need to purchase more materials in Year Four. Developmental screening is one of the new essential standards so that high demand for the materials needed to support providers using the screen tool is anticipated.

Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Delaware does plan on substantive changes to the Early Learning Challenge budget in the upcoming year. With the increased demand for materials that we saw in Year Four, we have set aside some funds to purchase additional materials in Year Five.

Project Budget 8

Project Name: Workforce Leadership

Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

There is negligible discrepancy between the State's approved budget and expenditures in Year Four.

Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Delaware does plan on substantive changes to the Early Learning Challenge budget in the upcoming year. Our office has decided to continue to be a state partner in the annual Making A Difference Conference.

Project Budget 9

Project Name: Education and Retention Incentive Program

Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

CORE (Compensation, Retention and Education) Awards - less applicants than anticipated applied for the individual financial incentive awards, leading to under-expenditure in this project. With this, our contractors expenditures came in significantly under budget.

Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Delaware does plan on substantive changes to the Early Learning Challenge budget in the upcoming year. We have rolled some of unspent award funds from Year 4 into our Year 5 no-cost extension.

Project Budget 10

Project Name: Delaware Early Learner Survey

Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

Expenditure in this project came in under budget, primarily in our Teaching Strategies contract. Delaware ended up having enough slots purchased to cover our needs without the need of having to purchase additional slots.

Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Delaware does not plan substantive changes to the Early Learning Challenge budget in the upcoming year.

Project Budget 11

Project Name: Delaware Readiness Teams

Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

Approximately \$205,000 that was budgeted for this project remained unspent at the end of Year Four. There was a change in the managing partner organization leadership (project director position) that resulted in a delay in making decisions and timely program execution.

Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Delaware does plan on substantive changes to the Early Learning Challenge budget in the upcoming year. Our office was able to work with our managing partner organization to develop a stream-lined budget and work-plan.

Project Budget 12

Project Name: Higher Education Partnerships

Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

Some of our dual-enrollment work did not come to full fruition in Year Four.

Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Delaware does not plan substantive changes to the Early Learning Challenge budget in the upcoming year.

Project Budget 13

Project Name: QRIS Measurement Development

Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

This contractor has delayed some of their work and intends to finish in Year Five.

Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Delaware does plan on substantive changes to the Early Learning Challenge budget in the upcoming year in which unspent funds from Year Four will be spent during our Year Five no-cost extension.

Project Budget 14

Project Name: QRIS Evaluation and Validation Study

Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

This contractor has delayed some of their work and intends to finish in Year Five.

Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Delaware does plan on substantive changes to the Early Learning Challenge budget in the upcoming year in which unspent funds from Year Four will be spent during our Year Five no-cost extension.

Project Budget 15

Project Name: Purchase of Care System

Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

There is negligible discrepancy between the State's approved budget and expenditures in Year Four.

Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Delaware does not plan substantive changes to the Early Learning Challenge budget in the upcoming year.

Project Budget 16

Project Name: Parent and Community Engagement

Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

Some contractors have delayed some of their work and intend to finish in Year Five. Other contractors invoiced slightly less than anticipated during Year Four on this project.

Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Delaware does not plan substantive changes to the Early Learning Challenge budget in the upcoming year.

Project Budget 17

Project Name: Overall Grant Management

Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

As stated earlier, our office experienced some significant staff turnover in Year Four which resulted in salary savings. Additionally, as this grant winds down, remaining staff salaries are being converted over to sustainable funding sources.

Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

Delaware does plan on substantive changes to the Early Learning Challenge budget in the upcoming year. As this grant winds down to a closure, the State of Delaware has already started the process of moving staff salaries to more sustainable funding sources. The unspent funds from this project will be redirected to tiered reimbursements.

Project Budget 18

Project Name: _____

Project Budget Narrative

For this project, please provide an explanation of any discrepancies between the State's approved budget and expenditures for the reporting year.

THE DELAWARE RTT-ELC APPLICATION INCLUDED 17 PROJECTS.
PAGES 91-102 HAVE BEEN DELETED.

Project Budget Explanation of Changes

For this project, please describe any substantive changes that you anticipate to the State RTT-ELC budget in the upcoming year.

RTT-ELC Budget Summary of Actual Expenditures

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$227,583.00	\$478,268.00	\$399,172.73	\$386,724.19	\$1,491,747.92
2. Fringe Benefits	\$85,722.00	\$176,583.68	\$144,762.72	\$149,307.21	\$556,375.61
3. Travel	\$680.00	\$11,268.00	\$2,137.22	\$5,411.93	\$19,497.15
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$38,396.00	\$75,548.00	\$26,991.01	\$5,601.76	\$146,536.77
6. Contractual	\$697,933.98	\$8,742,959.49	\$12,612,145.57	\$17,216,669.90	\$39,269,708.94
7. Training Stipends	\$0.00	\$40,177.00	\$117,867.71	\$0.00	\$158,044.71
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$1,050,314.98	\$9,524,804.17	\$13,303,076.96	\$17,763,714.99	\$41,641,911.10
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$98,364.66	\$75,401.50	\$11,791.84	\$185,558.00
13. Total Grant Funds Requested (add lines 9-12)	\$1,050,314.98	\$9,623,168.83	\$13,378,478.46	\$17,775,506.83	\$41,827,469.10
14. Funds from other sources used to support the State Plan	\$3,641,713.00	\$7,822,982.00	\$9,875,000.00	\$0.00	\$21,339,695.00
15. Total Statewide Budget (add lines 13-14)	\$4,692,027.98	\$17,446,150.83	\$23,253,478.46	\$17,775,506.83	\$63,167,164.10

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Actual Expenditures for Project 1 - Outreach to Promote Early Screening and Referral

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$47,599.98	\$216,823.89	\$214,049.99	\$198,250.00	\$676,723.86
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$47,599.98	\$216,823.89	\$214,049.99	\$198,250.00	\$676,723.86
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$47,599.98	\$216,823.89	\$214,049.99	\$198,250.00	\$676,723.86
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$47,599.98	\$216,823.89	\$214,049.99	\$198,250.00	\$676,723.86

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Actual Expenditures for Project 2 - Strengthen Young Child Mental Health Services

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$11,348.00	\$18,791.00	\$18,791.00	\$0.00	\$48,930.00
6. Contractual	\$261,458.00	\$449,647.54	\$622,815.00	\$655,163.00	\$1,989,083.54
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$272,806.00	\$468,438.54	\$641,606.00	\$655,163.00	\$2,038,013.54
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$272,806.00	\$468,438.54	\$641,606.00	\$655,163.00	\$2,038,013.54
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$272,806.00	\$468,438.54	\$641,606.00	\$655,163.00	\$2,038,013.54

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Actual Expenditures for Project 3 - Financial Incentive Program for Quality Improvement

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$2,006,335.81	\$6,441,785.07	\$8,448,120.88
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$0.00	\$2,006,335.81	\$6,441,785.07	\$8,448,120.88
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$0.00	\$2,006,335.81	\$6,441,785.07	\$8,448,120.88
14. Funds from other sources used to support the State Plan	\$2,201,360.00	\$5,096,373.00	\$7,000,000.00	\$0.00	\$14,297,733.00
15. Total Statewide Budget (add lines 13-14)	\$2,201,360.00	\$5,096,373.00	\$9,006,335.81	\$6,441,785.07	\$22,745,853.88

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Actual Expenditures for Project 4 - Infrastructure Fund

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$303,000.00	\$873,227.16	\$623,759.84	\$1,799,987.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$303,000.00	\$873,227.16	\$623,759.84	\$1,799,987.00
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$303,000.00	\$873,227.16	\$623,759.84	\$1,799,987.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$0.00	\$303,000.00	\$873,227.16	\$623,759.84	\$1,799,987.00

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

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Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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Actual Expenditures for Project 5 - Technical Assistance and Stars PLUS

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$68,515.00	\$1,547,005.54	\$2,409,025.55	\$2,510,280.88	\$6,534,826.97
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$68,515.00	\$1,547,005.54	\$2,409,025.55	\$2,510,280.88	\$6,534,826.97
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$68,515.00	\$1,547,005.54	\$2,409,025.55	\$2,510,280.88	\$6,534,826.97
14. Funds from other sources used to support the State Plan	\$1,379,067.00	\$2,315,645.00	\$2,500,000.00	\$0.00	\$6,194,712.00
15. Total Statewide Budget (add lines 13-14)	\$1,447,582.00	\$3,862,650.54	\$4,909,025.55	\$2,510,280.88	\$12,729,538.97

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

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Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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Actual Expenditures for Project 6 - Nutrition and Healthy Living

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$26,000.00	\$133,871.82	\$102,931.93	\$262,803.75
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$26,000.00	\$133,871.82	\$102,931.93	\$262,803.75
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$26,000.00	\$133,871.82	\$102,931.93	\$262,803.75
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$0.00	\$26,000.00	\$133,871.82	\$102,931.93	\$262,803.75

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

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Actual Expenditures for Project 7 - Comprehensive Screening

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$195,150.18	\$182,053.10	\$173,555.50	\$550,758.78
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$195,150.18	\$182,053.10	\$173,555.50	\$550,758.78
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$195,150.18	\$182,053.10	\$173,555.50	\$550,758.78
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$0.00	\$195,150.18	\$182,053.10	\$173,555.50	\$550,758.78

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

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Actual Expenditures for Project 8 - Workforce Leadership

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$154,661.60	\$510,480.71	\$385,914.03	\$1,051,056.34
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$154,661.60	\$510,480.71	\$385,914.03	\$1,051,056.34
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$154,661.60	\$510,480.71	\$385,914.03	\$1,051,056.34
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$0.00	\$154,661.60	\$510,480.71	\$385,914.03	\$1,051,056.34

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

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Actual Expenditures for Project 9 - Education and Retention Incentive Program

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$12,572.00	\$4,174,543.57	\$1,532,964.97	\$515,653.00	\$6,235,733.54
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$12,572.00	\$4,174,543.57	\$1,532,964.97	\$515,653.00	\$6,235,733.54
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$12,572.00	\$4,174,543.57	\$1,532,964.97	\$515,653.00	\$6,235,733.54
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$12,572.00	\$4,174,543.57	\$1,532,964.97	\$515,653.00	\$6,235,733.54

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

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Actual Expenditures for Project 10 - Delaware Early Learner Survey

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$4,500.00	\$0.00	\$0.00	\$0.00	\$4,500.00
6. Contractual	\$200,216.00	\$421,891.47	\$432,650.30	\$321,376.19	\$1,376,133.96
7. Training Stipends	\$0.00	\$40,177.00	\$117,867.71	\$0.00	\$158,044.71
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$204,716.00	\$462,068.47	\$550,518.01	\$321,376.19	\$1,538,678.67
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$204,716.00	\$462,068.47	\$550,518.01	\$321,376.19	\$1,538,678.67
14. Funds from other sources used to support the State Plan	\$61,286.00	\$45,964.00	\$0.00	\$0.00	\$107,250.00
15. Total Statewide Budget (add lines 13-14)	\$266,002.00	\$508,032.47	\$550,518.01	\$321,376.19	\$1,645,928.67

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

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Actual Expenditures for Project 11 - Delaware Readiness Teams

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$21,594.00	\$227,271.00	\$336,382.16	\$233,556.34	\$818,803.50
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$21,594.00	\$227,271.00	\$336,382.16	\$233,556.34	\$818,803.50
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$21,594.00	\$227,271.00	\$336,382.16	\$233,556.34	\$818,803.50
14. Funds from other sources used to support the State Plan	\$0.00	\$365,000.00	\$375,000.00	\$0.00	\$740,000.00
15. Total Statewide Budget (add lines 13-14)	\$21,594.00	\$592,271.00	\$711,382.16	\$233,556.34	\$1,558,803.50

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

Line 13: This is the total funding requested under this grant.

Line 14: Show total funding from other sources (including Federal, State, private, or local) being used to support the State Plan and describe these funding sources in the budget narrative.

Actual Expenditures for Project 12 - Higher Education Partnerships

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$142,772.00	\$206,339.56	\$86,578.39	\$435,689.95
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$142,772.00	\$206,339.56	\$86,578.39	\$435,689.95
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$142,772.00	\$206,339.56	\$86,578.39	\$435,689.95
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$0.00	\$142,772.00	\$206,339.56	\$86,578.39	\$435,689.95

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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Actual Expenditures for Project 13 - QRIS Measurement Development

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$0.00	\$64,391.60	\$226,235.78	\$290,627.38
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$0.00	\$64,391.60	\$226,235.78	\$290,627.38
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$0.00	\$64,391.60	\$226,235.78	\$290,627.38
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$0.00	\$0.00	\$64,391.60	\$226,235.78	\$290,627.38

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through MOUs, interagency agreements, contracts, or other mechanisms authorized by State procurement laws. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.

Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.

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Actual Expenditures for Project 14 - QRIS Evaluation and Validation Study

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$302,009.00	\$973,445.66	\$526,959.81	\$1,802,414.47
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$302,009.00	\$973,445.66	\$526,959.81	\$1,802,414.47
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$302,009.00	\$973,445.66	\$526,959.81	\$1,802,414.47
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$0.00	\$302,009.00	\$973,445.66	\$526,959.81	\$1,802,414.47

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

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Actual Expenditures for Project 15 - Purchase of Care System

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$0.00	\$47,502.70	\$1,385,000.00	\$3,627,097.30	\$5,059,600.00
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$0.00	\$47,502.70	\$1,385,000.00	\$3,627,097.30	\$5,059,600.00
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$0.00	\$47,502.70	\$1,385,000.00	\$3,627,097.30	\$5,059,600.00
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$0.00	\$47,502.70	\$1,385,000.00	\$3,627,097.30	\$5,059,600.00

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

Column (e): Show the total amount requested for all grant years.

Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.

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Actual Expenditures for Project 16 - Parent and Community Engagement

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Contractual	\$17,332.00	\$390,999.00	\$498,057.61	\$423,135.63	\$1,329,524.24
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$17,332.00	\$390,999.00	\$498,057.61	\$423,135.63	\$1,329,524.24
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
13. Total Grant Funds Requested (add lines 9-12)	\$17,332.00	\$390,999.00	\$498,057.61	\$423,135.63	\$1,329,524.24
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$17,332.00	\$390,999.00	\$498,057.61	\$423,135.63	\$1,329,524.24

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

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Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.

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Actual Expenditures for Project 17 - Overall Grant Management

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	\$227,583.00	\$478,268.00	\$399,172.73	\$386,724.19	\$1,491,747.92
2. Fringe Benefits	\$85,722.00	\$176,583.68	\$144,762.72	\$149,307.21	\$556,375.61
3. Travel	\$680.00	\$11,268.00	\$2,137.22	\$5,411.93	\$19,497.15
4. Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Supplies	\$22,548.00	\$56,757.00	\$8,200.01	\$5,601.76	\$93,106.77
6. Contractual	\$68,647.00	\$143,682.00	\$231,054.57	\$164,437.21	\$607,820.78
7. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs (add lines 1-8)	\$405,180.00	\$866,558.68	\$785,327.25	\$711,482.30	\$2,768,548.23
10. Indirect Costs*	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs and other partners.	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Funds set aside for participation in grantee technical assistance	\$0.00	\$98,364.66	\$75,401.50	\$11,791.84	\$185,558.00
13. Total Grant Funds Requested (add lines 9-12)	\$405,180.00	\$964,923.34	\$860,728.75	\$723,274.14	\$2,954,106.23
14. Funds from other sources used to support the State Plan	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
15. Total Statewide Budget (add lines 13-14)	\$405,180.00	\$964,923.34	\$860,728.75	\$723,274.14	\$2,954,106.23

Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.

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